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The Impact of The Domestic Culture on Foreign Languages Learning

Case Study: Second Year Pupils of Zakaria Medjdoub Secondary School in Sougueur – Tiaret

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DEDICATION

"By the guidance of Allah, the Most Merciful, the Most Compassionate"

*To my lifelong inspiration and idol to the one that never failed in amazing me, my paragon **LAIDI LHADJ SAFI** whatever i say is not enough but thank you for being a constant source of strength and courage.*

*To my mother **DENIA** who has been always a guiding light in my life, the epitome of love and sacrifice. Thank you for everything you have done to me.*

Dear sisters and brothers, to all my little family one by one Abdelkader, Fatiha, B. Mokhtaria, Naima, Bouchra, Mohamed, Slimane

***Hayat** my eldest sister and my special person, thank you so much for existing and always being there, you are the extraordinary souls who have left an indelible mark on my heart*

*My best friends and my best coincidence in life: **Nesrine, Marwa** and **Imen** thank you for your endless support and love.*

*And my last dedication will be for the people I wish she was here with us my grandmother **BELACEL CHERIFA**. May God have mercy on her.*

DEDICATION

“In the Name of Allah, the Most Merciful, the Most Compassionate”

*I would like to dedicate this work to my loving parents **Amina & Abdelkader***

Whose continuous efforts, support and encouragement

Made it possible for me to do this work.

*To my beloved brothers **Yacine, Youcef & Mohamed***

*To my lovely sisters **Sarra & Hadjer.***

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Thank you all for being there for me.

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ABSTRACT

Language and culture are intricately intertwined aspects of human society, influencing and shaping each other in profound ways. The study of foreign language learning, therefore, cannot be divorced from the influence of culture. This dissertation is based on the hypothesis that the Algerian domestic culture encourages or discourages foreign language learning. Through a comprehensive analysis of the complex relationship between culture and foreign language acquisition, aiming to uncover the multifaceted impact of domestic culture on language learners and seeks to understand how the cultural environment impacts individuals' motivation, attitudes, and success in learning a foreign languages. Through a mixed-methods approach, including a questionnaire that was distributed to 40 pupils in Zakaria Mejdoub Secondary school in Sougueur Tiaret, and interviews were made with parents to know more how the environment is dealing with the learning process. The results shows that the majority of learners perceive their native culture as a source of motivation and support, as it fosters a sense of identity and pride in their language learning journey. Other participants seem to face challenges with the teaching methods and the educational system, beside the fear that learning a foreign language and culture may require them to assimilate or change their own values which is a red line for Algerians, because it is their honor and pride beside the unfamiliarity with the other language culture that can be a positive factor for learners to understand and appreciate other cultures.

Keywords

Language -Culture -Domestic Culture -Foreign Language Learning- -Attitudes -- Identity.

LIST OF ACRONYMS

DC: Domestic Culture.

DNC: Dominant Culture.

EFL: English as a Foreign Language.

FL: Foreign Languages.

L2: Second Language.

Q: Question.

SLA: Second Language Acquisition.

TL: Target Language.

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General Introduction

In today's increasingly interconnected world, foreign language learning has become an indispensable skill as it enables individuals to communicate and engage with diverse cultures. As globalization continues to shape societies, the need for linguistic competence extends beyond language proficiency and includes a profound understanding and appreciation of the associated culture. Learners are not only influenced by their domestic culture but also perceive the world through the lenses of culture, which shapes attitudes, values, and behaviors.

While some learners find their domestic culture to be a source of encouragement and support, fostering pride and identity on their language learning journey, challenges arise when their native culture coexists with the culture associated with the target language. Cultural differences, varying customs, and contrasting worldviews may lead to apprehension or resistance in embracing a new language and culture. Learners may fear that acquiring a foreign language requires them to compromise their cultural identity, resulting in conflicts that hinder their language learning progress. Acknowledging the diverse perspectives and experiences of language learners is essential for educators to tailor instruction and create an inclusive and enriching learning environment. By bridging the gap between cultures, learners can develop a deeper understanding, appreciation, and respect for different ways of life, ultimately enhancing their proficiency in the foreign language.

The domestic culture impact on foreign language learning is particularly relevant in the Algerian context. This linguistically diverse country highly values education and language acquisition. Despite the encouraging factors of diversity and a positive attitude towards learning, challenges arise when integrating a new language and its culture within the domestic context. The perception of a foreign language or its culture as a threat to cultural identity, values, and beliefs adds complexity to effective foreign language learning, as language proficiency necessitates an understanding of its associated culture.

This situation lead to the aim to investigate the impact of domestic culture on foreign language learning among Algerian students and explore the attitudes and perceptions of Algerian students towards foreign language learning and their own

culture, It seeks to identify the factors that positively or negatively influence foreign language learning in the Algerian context and shed light on the role of language teachers in promoting intercultural understanding and overcoming cultural barriers in language learning.

Therefore, this study aims to answer the following research questions:

- Does domestic culture encourages Foreign languages learning ?
- How important is domestic culture to foreign languages students?
- What role do language teachers play in minimizing domestic cultural barriers in foreign language learning?

To explore these research questions, the following hypotheses will be examined:

1. Domestic culture encourages the learning of foreign languages.
2. Domestic culture plays a vital role in improving foreign language learning.
3. Teachers have an important role in reducing the impact of domestic culture on foreign language learning.

This research will be detailed in three chapters:

Chapter1 ,will provide a comprehensive overview of the main concepts involved. By defining key terms such as language, linguistics, second language acquisition, and foreign languages. The chapter also will explore the importance of studying foreign languages and highlights different methods and styles of teaching and learning.

Chapter2 , will focus on defining culture and its various aspects, including assimilation and acculturation, how culture is maintained and its significance, the chapter further will examine the relationship between culture and language, emphasizing the role of domestic culture in shaping learners' attitudes, beliefs, and experiences in foreign language learning. Moving specifically to the Algerian context the chapter will define the domestic culture and its unique characteristics and exploring the cultural context of Algeria and its relation to the learning of foreign languages, with a focus on domestic cultural factors that can either discourage or encourage the process of learning a foreign

language. The Algerian case is used to illustrate these factors, providing a contextual understanding of the impact of domestic culture on foreign language learning.

Chapter3, will present the analysis of data collected through both qualitative and quantitative methods. The quantitative data which is going to be derived from the administered questionnaire and the qualitative data through interviews with parents. The chapter will examine and interpret the collected data, drawing conclusions and identifying key findings related to the impact of domestic culture on foreign language learning.

Chapter One

Introduction to

Language

1. Introduction

Language is a complex and multifaceted phenomenon that is essential to human communication and interaction. In this chapter, the fundamental concepts of language, linguistics, and language acquisition will be explored, definitions of key terms and concepts, starting by a definition of language and mentioning some of its characteristics and functions, moving to linguistics exploring its subfields which form the building blocks of language, and consider how each contributes in understanding language, then there will be a view of second language acquisition (SLA) with its different theories, also some language learning styles and teaching methods are cited, moving to give a simple definition to foreign language and the motivation to learn them.

By the end of this chapter, readers will have gained a comprehensive understanding of the key concepts related to language, linguistics, and language acquisition, which will provide a foundation for understanding how these concepts relate to the teaching and learning of foreign languages.

1.1. Definitions of Language

Before talking about language, it is better to give it a definition, what is language? What people know about language? Some will answer that “it’s the mean of communication». Others can say “sentences or paragraphs that give meaning», some will not even find an answer because it’s not enough to even describe a language which will be insufficient for a language study. Here are some definitions to be examined:

- Most of linguists and scholars argue that language is a tool for human communication that involves the use of a complex system of symbols, including words, grammar, syntax, and semantics. It is a means of expressing thoughts, ideas, emotions, and experiences, and is essential for social interaction and cultural transmission. Language allows humans to transmit knowledge, share experiences, and develop and maintain social relationships. It is also a key aspect of cultural identity and plays a critical role in shaping the way people view and interpret the world around them.
- Language in the Sociology Dictionary: “is particular system of written and spoken communication used by those within a speech community. Despite their surface differences, all human languages share certain basic properties, and most linguists

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argue that universal grammars underlie them all. Saussure distinguished *langue*, the abstract system underlying a language, from *parole*, instances of its use. Verbal signs within a language have a shared denotation for members of the same linguistic group, acquired (together with many cultural connotations) through socialization. Language is central to every culture. It is an institution which is independent of any individual user but subject to historical change. Different languages frame reality in different ways, a feature emphasized by Saussure as highlighting the arbitrariness of linguistic signs, but the extent to which language influences our worldview is a matter of debates (Sapir-Whorf hypothesis), which means Language is a system of communication used by people in a speech community, and it includes both written and spoken forms. All human languages have certain basic features in common, and linguists argue that they all have universal grammars. The language system itself, called "*langue*," is separate from its actual use, called "*parole*." Different languages have different ways of expressing reality, and language can influence our worldview, but to what extent is debated. Some theorists see language as the agency that produces subjectivity by positioning individuals as subjects, while others reject the idea of language as a neutral medium for conveying meanings and instead see it as a constitutive force for creating meanings, identities, and relationships in specific social contexts.

- According to Chomsky, " language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species" (Chomsky, 2002: 1)
- A language is a system of arbitrary, vocal symbols that permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro, in Ramelan 1984).
- Language is an arbitrary system of articulated sounds made use of by a group of humans as a means of carrying on the affairs of their society (Francis, in Ramelan, 1984).

1.2. Characteristics of Human Language

Based on the above language definition, some characteristics of language are specified such as follows:

- A language is a system.
- A language is said to be arbitrary
- A Language is social.
- A language is spoken.
- A language is productive or creative.
- A language is complete for its native speakers.

1.2.1. Language is Social

Language is mainly used in social situations, to communicate with others. To learn language from others, constantly borrowing their expressions. Language helps to perform a variety of social functions, and many of its uses have been institutionalized, if this statement relates to language acquisition and/or language learning, there may be examples in which a newborn child acquires the ability to communicate a specific language in a language community. In the next step he will learn and use the language in a speech community. Therefore, language is not genetically transmitted. But it is sociocultural earned and/or learned. In social contexts, language is not only a means of communication yet, an important medium for establishing and maintaining social relationships. For an example two persons in a waiting room of a dentist, they will start talking and introducing each other, so they are building a social relationship that is more likely to maintain in the future. Maintaining and establishing social relationships must involve the use of language.

1.2.2. Language is Productive and Creative

Another criterion of human language is that it is productive or creative. It's about the ability of native speakers to understand and produce any number of sentences (which they never used before) in their native language; the first phase of the creative use of language is that a human being can say things that have never been said before. Going back to conversations with friends, for sure many sentences will be found that neither persons who had the conversation or conversant have heard or bring out before.

1.2.3. Language is Complete for its Native Speakers

Language plays an essential role in human culture by allowing its native speakers to express their unique cultural values and beliefs. As a system of symbols, language can serve different functions, such as constitutive, cognitive, expressive, and evaluative. Constitutive symbols represent human beliefs and attitudes towards God or supernatural power. Cognitive symbols, on the other hand, allow humans to create words and symbols to convey their knowledge about the environment. Expressive symbols enable humans to express their emotions and feelings, while evaluative symbols are used to judge or evaluate things as good or bad, honest or dishonest. However, it is important to understand that these symbols are subjective and can vary depending on cultural or personal interpretations. For instance, a smiley face may be seen as a positive evaluative symbol in Western cultures, but it may be inappropriate or insincere in some Eastern cultures. Similarly, a thumbs up may be considered offensive in some cultures, where it is seen as a vulgar gesture.

1.3. Functions of Language

Commonly, there are three functions of language related to each other. Primary we have the cognitive function; a language is used to express ideas, thoughts and concepts. Secondly, it has been assumed to be evaluative; Language is not just a tool for communication; it also conveys attitudes, values, and beliefs of the people who use it. This is because language is not neutral but is shaped by the culture and society in which it is used. The words, expressions, and grammar used by a community reflect their worldview, beliefs, and cultural norms. Language is a reflection of the attitudes and values of the people who use it. By studying language, it may give insight into the beliefs, attitudes, and values of a culture or society. The third function is said to be effective; language is not about only transmitting facts and information, but also to express emotions and connect with others on an emotional level, it is used to express a range amount of happiness, anger, sadness, love and fear. Through the use of words, intonation, and body language. For example, different tone of voice or facial expression to convey sarcasm, anger, or excitement. As it allows to express and connect with others on an emotional level, and to convey the rich complexity of human experience.

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According to “Mary Finocchiaro”, there are six functions of a language are; they are as follows:

- a) **Personal:** It enables the user to express the inner thoughts and feelings, needs, desires and ideas.
- b) **Interpersonal:** Helps the user establish and maintain good social relationships, express praise or sympathy, inquire about health, apologize, or invite others.
- c) **Directive Function:** This function enables the user to control the behavior of others through advice, warnings, requests, persuasion, orders, or discussion.
- d) **Referential Function:** Enables the user to talk about objects, events, and culture, and discuss the present, past, and future.
- e) **Metalinguistic Function:** It allows talking about language itself, such as explaining the meaning of words.
- f) **Imaginative Function:** Allows people to use language creatively, such as rhyming, writing poetry, or composing speeches. (1989:1-2).

-According to “Roman Jakobson”, functions of a language are related to aspects:

Factors	Functions
Sender	Expressive/ emotive
Receiver	Directive/ conative
Message	Poetic
Context	Informative/ referential
Channel	Phatic
Code	metalingual

Table 1.1 Jacobson's Language Functions

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This model is mostly related to literary language and it outlines six primary language functions by showing how the focus of the speech event determines the function of the language used. Here are some examples:

- Emotive function is about expressing personal attitudes towards a topic or situation.
- Conative function focuses on directing someone to take action.
- Context refers to the object, topic, or content of the speech.
- Message focuses on the content of what is being communicated.
- Contact refers to the use of language to initiate, continue, or end a conversation.
- Code refers to using language to talk about language itself.

1.4. Linguistics

Linguistics is a scientific field that studies language as a complex system of communication. Its scope encompasses a wide range of topics, including the structure of language, its use in different social contexts, and the ways in which it is acquired and processed by the human brain. The goals of linguistics as a field are to develop a better understanding of language and its underlying mechanisms, and to apply this knowledge to practical problems in areas such as language teaching, language assessment, and natural language processing. Linguistics is defined as:

- As per Fromkin, Rodman, and Hyams (2014), linguistics is "the scientific study of language" (p. 2). "It encompasses the study of the structure, function, and use of language, as well as its historical development and variation across different cultures and communities".(Fromkin, V., Rodman, R., & Hyams, N. (2014). An introduction to language. Cengage Learning.)
- According to Crystal (2008), linguistics is "the scientific study of language and its structure" (p. 1)." It is concerned with describing and explaining the properties of language in all its forms, from the sounds and grammar of individual languages to the ways in which language is used in social interaction. Linguistics is interdisciplinary in nature, drawing on insights from fields such as psychology, anthropology, computer science, and neuroscience to advance our understanding of

language".(Crystal, D. (2008). A dictionary of linguistics and phonetics John Wiley & Sons.)

1.4.1. Branches of Linguistics

Linguistics is a vast and interdisciplinary field that studies language in all its forms and facets. It encompasses several branches that focus on different aspects of language, from the sounds and structures of words and sentences to the way language is acquired, used, and processed by the human brain. Here are some of the main branches of linguistics:

- A. **Phonetics:** The study of the physical properties of speech sounds, including their production, transmission, and perception.
- B. **Phonology:** The study of the sound patterns of language and how they are used to convey meaning.
- C. **Morphology:** The study of the structure of words and how they are formed by combining smaller units called morphemes.
- D. **Syntax:** The study of the structure of sentences and how words are combined to create meaning.
- E. **Semantics:** The study of meaning in language and how words and sentences are used to convey meaning.

However most of the time meanings and sounds of words are arbitrary, no relationship between a signed or pronounced word and its meaning .So interpreting a sentence involves a body of knowledge called pragmatics:

- F. **Pragmatics:** The study of how context affects the interpretation of language and how people use language to communicate effectively. According to Yule (2010), pragmatics is "the study of how people use language in context (p. 3). It is concerned with the ways in which people use language to accomplish communicative goals, taking into account not only the linguistic forms used but also the context in which they are used, the social relationships between speakers, and the cultural norms and expectations that govern communication. Pragmatics thus involves the analysis of speech acts, discourse structure, implicature, presupposition, and other aspects of language use that go beyond the literal

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meaning of words and sentences" (Yule, G. (2010). Pragmatics. Oxford University Press.)

- G. **Sociolinguistics:** Formed by two words Sociology that refers to a science of society, and linguistics refers to a science of language. Studying language from the perspective of society is thought to be linguistics plus society, some others referred to it as the sociology of language, this study is concerned with the relation between language and the context in which it is used. Said Janet Holmes "It discusses the social functions of language and the ways it is used to convey social meaning. All of the topics provide a lot of information about the language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language". (Janet Holmes, 2001) -Sociolinguistics also refers to the study that is concerned with the interaction of language and setting (Carol M. Eastman, 1975; 113). The other expert defines it as the study that is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and of how languages function in communication (Ronald Wardhaugh, 1986: 12)
- H. **Psycholinguistics:** a combination of psychology and linguistics, the two are the branches of sciences.. Psychology is defined as the systematic study of human experience and behavior or as the science that studies the behavior of men and other animals Knight and Hilgert in Abu Ahmadi social psychology, the psychology of communication, developmental psychology, educational psychology, and psychology of language, are all branches of psycholinguistics, the last branches are referred to be psycholinguistics, It is defined as a field of study that combines psychology and linguistics. It covers language development. (Lim Kiat Boey). The other definition of psycholinguistics is that it is the study of human language –language comprehension, language production, and language acquisition (E.M. Hatch)

1.5. Second Language Acquisition (SLA)

Language acquisition is a complex and fascinating process that has been the subject of extensive research in linguistics and psychology. At its core, language acquisition refers to the way that individuals learn a language, whether it be their first

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language or a subsequent language that they acquire later in life. Despite the widespread interest in language acquisition, there is still much to learn about how this process unfolds and the factors that contribute to successful language learning, according to:

- a) **Stephen Krashen:** "Second language acquisition is the process by which people learn a second language, without the need for explicit teaching, through natural exposure to the language in communicative contexts."(Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.)
- b) **Rod Ellis:** "Second language acquisition is a complex, multi-dimensional process that involves the development of linguistic, social, and pragmatic competence through exposure to the target language and interaction with speakers of that language." (Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.)
- c) **Vivian Cook:** "Second language acquisition is the process by which people learn a new language, which involves a complex interplay between the learner's existing knowledge, the linguistic input they receive, and their cognitive and affective states." (Cook, V. (2008). *Second Language Learning and Language Teaching*. London: Hodder Education).
- d) **Michael Long:** "Second language acquisition is the process by which individuals develop their ability to use a second language for communicative purposes, through exposure to input, interaction, and explicit instruction." (Long, M. (1990). *Maturational Constraints on Language Development*. *Studies in Second Language Acquisition*, 12(3), 251-285.)

Second language acquisition (SLA) is a complex process that has been the subject of much research and debate in the field of applied linguistics. Researchers have proposed various theories to explain how second languages are acquired, Understanding these theories is essential for educators, researchers, and language learners who seek to improve their understanding of the second language acquisition process and optimize language learning outcomes:

1.5.1 Theories of Second Language Acquisition

- a) **Behaviorist Theory:** This theory suggests that second language acquisition is similar to first language acquisition in that it involves reinforcement and imitation. According to this theory, learners acquire second language by being exposed to the correct forms of language and receiving rewards or punishments for their language use.
- b) **Cognitive Theory:** This theory suggests that second language acquisition involves the use of cognitive processes such as attention, memory, and problem-solving. According to this theory, learners must actively process and analyze language input in order to acquire a second language.
- c) **Social Interactionist Theory:** This theory suggests that second language acquisition is a social process that involves interaction with other speakers of the target language. According to this theory, learners must engage in meaningful communication with native speakers in order to acquire a second language.

1.6. Foreign Languages

The ability to speak multiple languages has become an essential skill for individuals in many different contexts, from international business and politics to travel and cultural exchange. While many people grow up speaking more than one language, for others, learning a foreign language is a deliberate and often challenging process that requires significant time and effort.

1.6.1. Definition of Foreign Languages

Moeller and Catalano (2015) stated that a language is considered foreign when it is taught in the educational institutions in a certain country, while people in that area do not use it for communication. Moeller and Catalano believe that the “Study of another language allows the individual to communicate effectively and creatively and to participate in real life situations through the language of the authentic culture itself.” (p. 327). This means foreign languages are languages that are not native to a particular region or country, and are therefore learned by individuals as a second or additional language. These languages can include widely spoken global languages, such as

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English, Spanish, or Mandarin, as well as less commonly spoken languages, such as Swahili, Persian.

1.6.2. The Importance of Learning Foreign Languages

- **Interpersonal Communication:** Learning a foreign language can help individuals to communicate more effectively with people from different linguistic and cultural backgrounds, which is increasingly important in our globalized world.
- **Business and Career Opportunities:** In many fields, being able to speak one or more foreign languages can be a valuable asset and can help individuals to advance their careers or seek new job opportunities.
- **Travel and Cultural Experiences:** Speaking a foreign language can enhance one's travel experiences, allowing for deeper immersion in local cultures and more meaningful interactions with people from different backgrounds.
- **Cognitive and Academic Benefits:** Studies have shown that learning a foreign language can improve cognitive abilities, such as memory, attention, and problem-solving skills. Additionally, learning a foreign language can be beneficial for academic success, as it can help students to better understand and appreciate other cultures and perspectives.
- **Personal Enrichment:** Learning a foreign language can be a rewarding and enjoyable experience in its own right, providing opportunities to explore new cultures, make new friends, and expand one's horizons

1.7. Language Learning Style

The concept here is how learners prefer to learn and process information when learning a foreign language. Understanding language learning styles can help language teachers design effective instruction and can also help language learners identify their strengths and weaknesses in language learning. There are three main language learning styles:

- **Auditory Learners:** they learn best by listening to information. Like spoken explanations, discussions, and lectures, they often benefit from repeating new words or phrases aloud. In language learning, auditory learners may benefit from listening to native speakers, participating in conversation classes, and practicing pronunciation

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- **Visual Learners:** they prefer learning by seeing information. Written materials, diagrams, charts, and videos. In language learning, visual learners may benefit from using flashcards, watching subtitled foreign language films, and reading in the target language.
- **Kinesthetic Learners:** their best way of learning is experiencing information. They prefer to put hands-on activities, role-playing, and interactive games. In language learning, kinesthetic learners may benefit from practicing dialogues with a partner, using language-learning apps, and participating in language immersion programs.
- **Verbal/Linguistic Learners :** These learners have a strong affinity for words and language. They excel in reading, writing, speaking, and enjoy activities like storytelling, debates, and discussions.
- **Social/Interpersonal Learners :** Social learners thrive in group settings and enjoy collaborative activities. They excel in discussions, team projects, and social interactions as part of the learning process.
- **Solitary/Intrapersonal Learners:** Solitary learners prefer to work independently and are comfortable with self-study and reflection. They enjoy learning at their own pace and in private settings.
- **Logical/Mathematical Learners :** They are skilled at reasoning, logical thinking, and problem-solving. They enjoy working with numbers, patterns, and logic-based activities.
- **Naturalistic Learners:** Naturalistic learners have a strong connection to the natural world and prefer to learn through experiences with nature and real-world contexts.

1.8. Teaching Methodologies

Most individuals have a mix of learning styles, with one or two styles being dominant. If learners understand their preferred learning style, it can help optimizing language learning strategies, and incorporating a variety of teaching methods which can help accommodate the needs of all learners there are many different language teaching methodologies that have been developed over the years, each with its own strengths and weaknesses. Some common methodologies include:

- a) **Grammar-Translation Method:** it involves teaching grammar rules and vocabulary through translation exercises. It emphasizes accuracy over fluency.

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- b) Audio-Lingual Method:** it focuses on drilling students in the target language's grammar and pronunciation through repetition and memorization. It emphasizes oral production and aims to develop a student's habit formation in the target language.
- c) Task-Based Language Teaching:** This approach emphasizes the use of authentic, real-world tasks to promote language learning. Students are given a task to complete using the target language, and language learning occurs naturally as they work towards completing the task.
- d) Direct Method:** Also known as the Natural Method, emphasizes teaching the target language directly without the use of translation. It aims to immerse students in the language and create a language-rich environment. Vocabulary and grammar are taught in context, and students learn through listening and speaking. The focus is on communication and developing oral skills, and students are encouraged to think in the target language rather than translating to their native language

There are also newer approaches, such as the Flipped Classroom and the CLIL (Content and Language Integrated Learning) approach, which incorporate technology and integrate language learning with subject matter content. With not forgetting to consider cultural factors when choosing a language teaching methodology, as different cultures may have different expectations and preferences for language learning.

Conclusion

This chapter provides a comprehensive overview of language, linguistics, language acquisition, and foreign language learning. It begins by defining language and exploring its characteristics and functions, then, it discusses the field of linguistics and its various branches. The chapter goes on to examine language acquisition, including theories that explain how SL is acquired. The importance of learning foreign languages is also emphasized, and various methods of teaching and learning languages are presented. Overall this chapter aims to give a better understanding and a deeper appreciation for the complexity of language and the processes involved in learning and teaching.

Chapter Two

Domestic Culture

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Introduction

Culture is an ever-evolving phenomenon that is constantly shaped and reshaped by the forces of history, geography, and human interaction. It influences every aspect of life, from the way we communicate and socialize to the way we work, create and learn, this chapter includes various aspects of culture, including its definitions and aspects the processes of assimilation and acculturation, and its significance for individuals, society and language, also how culture is transmitted and maintained through socialization, language and art its relation with language. Furthermore, specific focus will be on the domestic culture which is the Algerian culture with giving a view of what is the Algerian culture, and some of its aspects and its relation with foreign languages than there will be a discussion of the encouraging and discouraging factors of the domestic culture that impact foreign language learning.

2.1 Definition of Culture

Culture is a complex and multifaceted concept that encompasses a wide range of beliefs, values, behaviors, and customs that are shared by a particular group of people. It includes aspects such as language, religion, art, music, food, traditions, social norms, and many more. Culture shapes how people view and interact with the world around them, and it plays a crucial role in defining people's identity, beliefs, and behaviors. Understanding the culture of a particular community is essential for effective communication and building relationships.

2.1.1 Various Views about Culture

Culture is one of the concepts that have different meanings; it has been addressed by experts in different fields:

- O'sullivan, Hartley, Saunders, Montgomery and Fiske (1994: 68) argue, is because "the term 'culture' is multi-discursive; it can be mobilized in a number of different discourses. », so here they show that giving a fixed definition to culture make no

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sense if the field of study is not précised.

- Larson and Smalley (1972: 39), culture is: "A "blueprint" that guides the behavior of people in a community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group"
- Kramsch (1998: 4) defines culture as "what has been grown and groomed." While in another context she defines it as "Membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating and acting" .which gives the meaning that a person belonging to a certain society has to show behaviors and meet the expectations of the other society members.
- From a behavioral perspective culture is seen as "a complex web of information that a person learns, and which guides each person's actions, experiences, and perceptions" (Campbell, 2000:38).thus, the main aspect of culture is learned, It is passed down from generation to generation through socialization and learning, and it shapes how individuals within that group behave, think, and perceive the world around them.
- Edward B. Taylor, an English anthropologist, defines culture as "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society."
- Banks (2010: 8) defines culture as "the shared beliefs, symbols, and interpretations within a human group...The essence of a culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them."
- "Culture is the collective programming of the mind that distinguishes the members

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of one group or category of people from another." - Geert Hofstede

- Franz Boas: "Culture includes all the phenomena that are transmitted through social learning in human societies."

The clearest and simplest definition of culture can be the one given by Brown (2007).

He defines it simply as "a way of life" (p. 188). Further, Brown sees that culture is the 'glue' that binds a group of people together".

One thing that should be noted that all the scholars argue that culture is shared beliefs, attitudes, behaviors and a way of life that is common between people of the same society

2.1.2 Aspects of Culture

Culture can be further broken down into various aspects, which include but are not limited to:

A. Language: the system of communication used by a particular group or nation.

B. Beliefs and Values: the ideas and principles that shape a group's attitudes and behavior, including religious beliefs, ethical codes, and moral principles.

C. Customs and Traditions: the practices and rituals that are unique to a particular group or society, including holidays, celebrations, and ceremonies.

D. Art and Literature: the creative expressions that reflect a culture's values, beliefs, and traditions, including music, dance, visual art, and written works

E. Food and Cuisine: the culinary traditions and practices of a particular group or society, including food preparation, cooking methods, and eating habits

F. Clothing and Fashion: the styles of dress and adornment that is characteristic of a particular culture or time period.

G. Architecture and Design: the physical structures and aesthetics that reflect a culture's

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values, beliefs, and priorities, including building design, urban planning, and decorative arts.

H. Social Organization: the systems of relationships and power dynamics that govern social interactions within a culture, including family structures, political institutions, and economic systems.

I. Education: the methods and systems of transmitting knowledge and skills within a culture, including formal schooling and apprenticeships.



Figure 2.1 Aspects of Culture

2.2. Big 'C' and Small 'c' Culture

In general, "Big C" is often used to refer to "Big Culture" or "High Culture" sometimes called 'formal culture' (Brooks, 1964) or 'achievement culture' (Pulverness, op. cit; Tomalin & Stempleski, op. cit). which includes the traditions, art, literature, and intellectual achievements of a society that are considered to be of high value and prestige. For example, classical music, Shakespearean plays, and fine art are often associated with

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"Big C" culture. On the other hand, «small 'c' culture or 'behavior culture' (Chastain, op. cit: 303; Pulverness, op. cit: 9; Tomalin & Stempleski, op. cit: 6) is used to refer to "popular culture" or "mass culture," which includes the entertainment, fashion, and trends that are prevalent in society. This can include movies, television shows, music, and social media trends.

2.3. Acculturation

A process of cultural change that happened when groups or individuals from different cultures interact with each other. Individuals may adopt some aspects from the culture they are living in while maintaining some elements from the original culture. Salkind defines acculturation as “a complex process that includes those phenomena that result when groups of individuals having different cultures come into continuous first hand contact, with subsequent changes in the original cultural patterns of either or both groups” Salkind, N. J. (2008). Encyclopedia of educational psychology, p8.)

Acculturation can have positive or negative effects on individuals and groups, depending on a range of factors such as the degree of mutual respect and understanding between the cultures, the relative power dynamics between them, and the social and political context of the interaction. In L2 learning or foreign languages field it is shown when the individual is affected by the target culture, but although his adoption of new aspects of life, he is maintaining important elements of his identity.

2.4. Assimilation

Assimilation is the process in which groups or individuals from a minority culture adopt the values, practices, and behaviors of a dominant culture to the point they lose their own cultural identity. It involves a significant level of cultural and social pressure to conform to the norms and values of the DNC, which can lead to the abandonment or suppression of one's own cultural heritage. Salkind states it: «assimilation involves immersion into the surrounding society and adoption of the values and behaviors of the dominant group in that society, with limited heritage culture retention.” (Salkind, N. J.

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(2008),p. 405.).It occurs in various contexts, such as immigration or colonization, where the minority group is required to adapt to the dominant culture in order to integrate or survive in the new environment. In many cases, assimilation is driven by economic, social, or political pressures to conform to the dominant culture, often resulting in loss of language, traditions, and other cultural practices.

In foreign languages or SLA, it is seen as a threat to the FL student's identity, which gives a negative view to the learning of foreign languages in a society.

2.5. The Significance of Culture

It lies in its ability to shape the beliefs, values, and behaviors of individuals and societies. Culture provides a framework for individuals to understand and interpret the world around them, as well as to communicate and interact with others. It influences every aspect of life, from language and communication to social norms and traditions.

➤ Individuals

Individuals are shaped by the culture they grow up in, which helps to define their sense of identity, values, and beliefs. For example, someone who grows up in a collectivist culture may place a greater emphasis on group harmony and consensus-building, while someone from an individualistic culture may prioritize personal autonomy and achievement.

➤ Societies

Societies are also shaped by culture, as it provides a shared framework for organizing social interactions and relationships. Cultural norms and expectations influence everything from education and healthcare to political institutions and economic systems. In turn, these social structures reinforce and perpetuate cultural values and beliefs, creating a self-reinforcing feedback loop.

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➤ **Language**

As it shapes the way people communicate and understand each other. Language is not just a set of grammatical rules and vocabulary, but it is also deeply intertwined with culture. The words, phrases, and expressions used in a language are often reflective of the culture's values, beliefs, and customs. Therefore, understanding the culture behind a language is crucial to fully grasp and communicate in that language. Additionally, language is a key component of cultural identity, and preserving and promoting language diversity is essential to maintaining and celebrating cultural diversity.

2.6. The Transmission and Maintenance of Culture through Socialization, Language, and Art

- **Socialization**

Culture is transmitted through the process of socialization, which is the process by which individuals learn and internalize the norms, values, and beliefs of their society. This process usually begins in early childhood and continues throughout the individual's life. It involves interactions with family members, peers, teachers, and other members of the community. Through socialization, individuals learn the appropriate behaviors, attitudes, and values that are expected of them in their culture.

- **Language**

Language is a fundamental part of culture, and it is through language that cultural knowledge is passed down from one generation to another. Language not only reflects the culture but also shapes the way people think and perceive the world around them. For example, some languages have words that do not exist in other languages, reflecting the unique cultural concepts and beliefs of that society.

- **Art**

Art is another important aspect of culture that helps to maintain and transmit cultural values and beliefs. Art forms such as music, dance, theater, and literature often reflect the

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cultural traditions and history of a society. Through the appreciation and creation of art, individuals can deepen their understanding of their culture and develop a sense of pride and identity.

2.7. Culture and Language (C&L)

The relationship between language and culture is a complex and multifaceted one that has been widely studied by scholars from different fields. At its core, this relationship refers to the fact that C&L are deeply intertwined and shape each other in significant ways. As one scholar notes, "language is the mirror of culture and culture is the soul of a nation" (Kramsch, 1998).

Language is often seen as a key component of culture, as it reflects the beliefs, values, and practices of a particular community. For example, the vocabulary and grammar of a language can reveal important aspects of its speakers' worldview, such as their attitudes towards time, space, social hierarchy, and gender roles. Moreover, the way in which language is used in different social contexts can also shed light on the cultural norms and expectations that govern those interactions.

Culture plays a crucial role in the process of learning, as language learners strive to acquire the language; they are also exposed to the culture embedded in it. According to the sociocultural theory of learning, culture and language cannot be separated as they are both intertwined and impact each other. Vygotsky, the founder of sociocultural theory, stated that language is the primary means of transmitting culture, and that cultural artifacts and practices are the means by which language is learned and transmitted, therefore language learners need to be familiar with the cultural context in which the language is used to effectively communicate and comprehend.

Moreover, research has shown that learners who are more knowledgeable about the culture of the target language tend to have higher levels of proficiency and better communication skills. This is because language is learned not only through the acquisition of vocabulary and grammar but also through cultural exposure. As learners become more familiar with the

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cultural norms, values, and beliefs of the TL, they become more confident and effective in their communication.

A thorough understanding of both culture and language is necessary for successful language learning, as the famous linguist Edward Sapir once said, "language and culture are not things that can be severed from each other."

2.8. The Domestic Culture (DC)

Domestic culture refers to the cultural practices, traditions, and values that are typically associated with a specific country or region. It encompasses a wide range of social, political, economic, and historical factors that shape the way of life of individuals and communities within a particular geographic area. It can include a variety of elements, such as language, food, music, art, literature, religion, customs, and social norms. These elements are often deeply ingrained in the identity and sense of belonging of individuals and communities, and can play a significant role in shaping their worldviews, attitudes, and behaviors.

The concept of DC is important for understanding the diversity and complexity of human experience, and for promoting greater cultural awareness and sensitivity in intercultural interactions. It also highlights the importance of preserving and promoting cultural heritage and diversity, particularly in the face of globalization and other forces that can erode local cultures and traditions.

2.8.1. The Algerian Culture

Algeria a name of a country that created history known as a continent, the symbol of revolution against colonialism and the beacon of freedom and freemen throughout history, the largest Arab and African country by an area of 2,381,741 square kilometers, the capital city is Algiers what is also called "The White Algiers», its culture is a blend of indigenous Berber, Arabic, and Islamic traditions. Algeria is a large and diverse country with a rich history and cultural heritage.

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Algeria is influenced by its past which gave her the power of resistance, The struggle for independence instilled a strong sense of national pride, unity, and resistance in the Algerian people, which continues to shape the country's culture and identity.

Ancient civilizations passed by Algeria, such as the Numidians Phoenicians, Romans leaving their mark on the country, Ottoman, Spanish and French colonialism this blend made it a fascinating and diverse country

2.8.2. Aspects of the Algerian Culture

Each culture is known for different aspects shaped by various factors such as history, geography, religion, and social norms and these are some of them:

- a. Language:** Algeria has two official languages, Arabic and Tamazight, with French also widely spoken. Language is an important aspect of Algerian culture and identity.
- b. Art:** Algerian art is heavily influenced by Islamic and Berber traditions, with calligraphy, geometric pattern. The music has a rich and varied history, with traditional Berber and Arabic music blending with modern influences. Rai music, chaabi, chaoui. Handcrafts are also widely spread.
- c. Literature:** Algeria's literature has a long and rich history dating back to ancient times, with Arabic poetry and storytelling being prominent. The country also has a vibrant tradition of Berber literature, which has been passed down orally for generations. In modern times, Algerian literature has gained international recognition with the works of authors such as Albert Camus, Assia Djebar, and Mohammed Dib.
- d. Food and Cuisine:** The Algerian cuisine is a reflection of the cultural diversity, each place in Algeria is known with a specific dish and pastry, Berbers, Arabs, Turks, Romans, the French and the Spanish have an influence on the cuisine of Algeria. Each of these civilizations has helped make sure that Algeria's cuisine is an eclectic mix of flavors, aromas and textures, served in a variety of ways and very pleasing to the palate. Each city in Algeria is known with a meal and a dessert as a symbol of that city and the

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most common meals that exist are: Mechoui; couscous, Hrira, Rechta, Zviti, Chekhchoukha and a lot of other meals, the desserts that are common in Algeria are: Makroud ,baklawa which is different from the Turkish and Syrian one, mkhabez, l'Areyech ,Tcharek and Kalblouz and so many others cause its very rich in the cuisine

- e. **Religion:** Islam is the dominant religion in Algeria, and its influence can be seen in many aspects of daily life, including art, music, and cuisine.
- f. **Traditional Clothing and Fashion:** Traditional clothing in Algeria varies by region and can be influenced by both Arabic and Berber traditions. Men's traditional clothing often includes a djellaba or a burnouse while women may wear Karakou, Haik, and caftan.

Algeria is a large country with a rich and diverse culture that varies by region and even by city, there are many unique cultural practices, traditions, language, food, and customs that are specific to certain areas of the country, while it is impossible to cover all aspects, a deeper understanding can be gained by exploring only specific aspects

2.8.3. Algeria and Foreign Languages

The Algerian linguistic background is very rich and complex too. It makes of Algeria a particular Arab nation with the number of languages taught and used either in academic or non-academic contexts. Regarding FL in Algeria, the official language is Arabic, the Islam and identity language, while French is also widely spoken due to the colonialism. Algeria is known as the second largest country speaking French after France it is generally used in business, education, and the media. Berber is also recognized as a national language and is spoken by a significant portion of the population. English language instruction has been emphasized in recent years, with the goal of better integrating Algeria into the global economy and facilitating communication with English-speaking countries. Especially in the fields of technology, science, and international trade. Also other languages that are choose to be learned by citizens in higher education or alone.

The Algerian history is complex and multi-faceted, it witnessed many civilization throughout history living their mark which made Algeria a mix of many cultures, and was

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exposed to many different languages, adding to that a very long colonialism period, the French colonialism that had also a big influence, so from ancient times Language play a key role in Algeria struggling from independence until now it continues to be a specific thing about Algeria.

However, sometimes the planning fails when integrating a new language into the education system, it is known that learning or acquiring a new language is an advantage, because any nation has among its citizens who know and speak a foreign language will entail the relations between other countries, however the interest in foreign languages for nations more than individual may create a sensitive matter and may be very discouraging to learn that language, In Algeria for example since 1962, language planning has seen many socio-political and cultural conflicts, decisions-makers and political makers found that change in language and use it as a weapon to achieve their interests, even if the citizens have no interests on it.

2.8.4. Domestic Culture Factors that Impact on Foreign Languages Learning

As it's known that Culture and language are inextricably linked, At the same time, culture can also have a profound impact on language, influencing its structure, vocabulary, and usage. Learning a new language can also provide insights into the cultural values, practices, and beliefs of the speakers of that language. By gaining proficiency in a foreign language, individuals can also develop a deeper understanding and appreciation for the culture of the people who speak that language, and can more effectively engage with individuals from diverse cultural backgrounds.

Whereas, when the domestic culture interferes, it can sometimes create conflicts or challenges for individuals who are attempting to learn a new language or engage with a new culture it can be challenging for individuals to balance the demands of learning a new language and culture with the pressures and expectations of their own domestic culture that can be both a source of support and a source of challenge in this process.

2.8.4.1. Encouraging Factors

That are numerous factors that encourage learning a foreign language and motivate learners, from these factors there is :

- **Positive Attitudes Towards Language Learning**

A culture that values education and views language learning as an important skill can create a positive environment for individuals to pursue language learning. Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall. Brown provides a comprehensive overview of the factors that influence language learning, including social and cultural factors. He discusses the importance of creating a supportive learning environment and the role of motivation in language learning.

As it is mentioned earlier language is an important aspect of Algerian culture and identity, and is valued both for its practical applications and its cultural significance. Sadiqi, F. (2003) in his article "Language and identity in North Africa: Issues and challenges." examines the complex relationship between language and identity in North Africa, with a focus on Algeria. The author argues that language is an important aspect of Algerian culture and identity.

- **Exposure to Other Languages and Cultures**

Living in a multicultural community or having exposure to other languages and cultures through media, travel, or personal connections can spark an interest in language learning.

In Algeria, multilingualism is one of the important aspect of its culture with Arabic being the official language and widely spoken throughout the country. However, French is also widely used in business, education, and the media and many Algerians are fluent in both Arabic and French. In addition, Algeria has several indigenous Berber languages spoken by different ethnic groups throughout the country. Adding to that English in the education system for being a global language. The Algerian government has recognized the

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importance of multilingualism and has worked to promote language education and the use of multiple languages in various aspects of society. The Ministry of National Education provides language instruction in Arabic, French, and English, and has also introduced programs to promote the use of Berber languages in schools. As mentioned in the article of Boumaza, A. (2013). "Language policy and planning in Algeria.

- **Support From Family and Community**

Having encouragement and support from family and friends, as well as access to language classes or language exchange programs, can make language learning more accessible and less daunting.

Families who speak more than one language will have a great effect on their children and will support the learning of new languages beside the educational background of parents. Research suggests that parents with higher levels of education tend to place a higher value on education and may be more likely to encourage their children to learn multiple languages.

In addition, parents who are fluent in multiple languages may be more likely to pass those languages on to their children. Research has shown that children from higher socioeconomic backgrounds may have more opportunities to learn languages, such as attending private language schools or traveling abroad. Children from lower socioeconomic backgrounds may not have access to these same opportunities and therefore may have more limited exposure to foreign languages. In "Parental Attitudes and Motivations for Multilingualism: Comparing Three Different Contexts," authors Ursula Stickler and Jean-Marc Dewaele found that parents with higher levels of education tended to have more positive attitudes towards multilingualism and were more likely to encourage their children to learn additional languages. Even talking that language in front of them from time to time will make them learn some words and be interested in languages.

In Algeria it is very likely to find the most of the families speak more than one language, and children from early age learn French. And that is what makes them appreciate languages.

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- **Increased Job Opportunities**

Knowing a foreign language can make a job candidate more competitive in a global job market and may open up new career opportunities, with economic benefits: In some industries, such as tourism or international business, knowledge of a foreign language can lead to higher salaries or increased earning potential. Access to education: Learning a foreign language can open up opportunities for education abroad, which can in turn lead to greater economic and career opportunities.

Algeria in the last years added English in the education system for accessing global market and help students with more job opportunities and make them more competitive in the global economy. Also Algeria it has been adopting exchange programs so the students gain the access to study abroad and can immerse themselves in the language and culture of the country they are visiting,

- **History and Political Decisions**

Promoting the use of certain language in official settings, education, business, and the diplomatic relationships between countries can affect the status and perceived importance of certain languages. For example, if a country has strong diplomatic ties with another country, learning that country's language may be seen as more valuable. Colonialism is another reason when a foreign language is spread.

Like in the history of Algeria the French colonialism, which has resulted in French being widely spoken and used in education, business, and government. After independence in 1962, the Algerian government sought to promote the use of Arabic as the national language and the language of instruction in schools, but French always existed.

- **Cultural Diversity**

Being exposed to different cultures and languages from an early age can make it easier for individuals to learn and appreciate new languages later in life and expand learners' perspectives and increase their motivation to learn a foreign language. Moreover,

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cultural diversity can help learners understand the nuances and intricacies of a language, as it is often closely tied to the cultural values and beliefs of its speakers. Additionally, learning a language within a culturally diverse context can provide opportunities for learners to engage in authentic communication with speakers of the target language.

For example, in his book "The Multilingual Mind: A Modular Processing Perspective," author and linguist John W. Schwieter discusses the relationship between cultural diversity and language learning. He argues that "exposure to multiple languages and cultures can promote cognitive flexibility and enhance learners' ability to process and store linguistic information." Schwieter also suggests that language programs that embrace cultural diversity and promote intercultural communication can have a positive impact on learners' motivation and engagement in the learning process.

In Algeria, the country's diverse ethnic and linguistic groups may contribute to a greater appreciation and interest in learning multiple languages. Take an example of the Berber culture. Berbers are the indigenous people of North Africa, including Algeria, and they have their own distinct language and culture.

- **Technology and Globalization**

The widespread use of the internet and social media has made it easier for people to access language learning resources and connect with native speakers of a foreign language. Additionally, the globalized economy has increased the demand for multilingual employees, which has incentivized language learning in many countries. So as the impact of immigration on language learning, as many immigrants are motivated to learn the language of their host country in order to better integrate and communicate with the local population

- **Religion**

Regarding religion, it can play a role in language learning in a few different ways. For example, religious texts may be written in a specific language, religion can serve as a motivation for language learning, particularly if they are interested in religious texts or

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participating in religious events that require proficiency in a certain language. Such as Arabic for Islam, which can encourage the learning of that language especially for those who are new Muslims.

2.8.4.2. Discouraging Factors

There are various factors that discourage learning a foreign language and hinder the learning process such as:

- **Fear of Losing Cultural Identity**

Some individuals may view language learning as a threat to their cultural identity and resist learning a foreign language for fear of losing their connection to their own culture. In the case of Algeria Language is often seen as an important marker of cultural identity, and the use of a dominant colonial language may be viewed as a threat to the preservation of local languages and cultures, Many view the using it as a threat to the preservation of their own languages and cultures, and as a symbol of the country's colonial past. This has led to a resistance to learning and using French among some groups, particularly those who identify strongly with their local culture and language

- **Negative Attitudes Towards Other Cultures**

Negative stereotypes or prejudices towards other cultures and languages can create a hostile environment for language learning.

There are groups in Algeria who never accepted French and wanted to eliminate it first because it's a colonial language, they agreed that the focus should be on promoting English only, so the problem appeared to the French students and everyone interested by French Tayeb Bouzid declared that “we must work to put in place the necessary mechanisms within the framework of the pedagogical commissions of the universities and consolidate the use of English in the research because the English language is the language of international channels and those of scientific journals». The survey that he launched on replacing French by English, according to the results 94% voted for the use of English

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instead of French, also there was a speech made by a candidate Eric Zemmour who provokes the Algerians by defending the French crimes.

In the case of kabyle efforts to promote the use and teaching it have been met with resistance from some sectors of Algerian society, who view it as a threat to national unity and the dominance of Arabic as the official language. However, proponents argue that promoting linguistic diversity can actually strengthen national identity and promote cultural exchange.

- **Lack of Resources**

Lack of resources can be a significant discouraging factor in language learning, particularly in developing countries where access to technology and educational resources may be limited. For example, students may not have access to textbooks, language-learning software, or high-speed internet necessary for online language learning. Additionally, a lack of qualified teachers or language schools in a given area can make it difficult for individuals to receive adequate instruction in a foreign language.

Geographic location can be a factor in the availability of resources for language learning. For example, areas that are more remote or have limited access to technology and educational resources may have fewer opportunities for language learning. Additionally, regions that are experiencing conflict or instability may also have limited access to education and resources, which can further exacerbate the lack of resources for language learning.

The lack of resources in Algeria, particularly in remote or rural areas, can be a barrier to language learning. For example, schools in these areas may not have access to adequate teaching materials or technology, making it difficult for students to learn a foreign language. Additionally, families in these areas may not have the financial resources to pay for private language tutoring or to send their children to language schools in urban areas. This can limit opportunities for language acquisition and result in uneven access to language education across different regions of the country.

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There was an article by Mekki Teaching foreign languages in Algeria; it highlights the challenges faced by language teachers and learners in Algeria due to a lack of material and human resources. The author argues that insufficient funding for language education, inadequate teacher training, and a lack of access to language resources such as textbooks and multimedia materials have contributed to low levels of foreign language proficiency in Algeria

- **Religion**

As it can be a motivation to learn a language, it can play the big role in restrictions on language use or education. Additionally, religious and cultural differences may create language barriers and impact language learning in diverse communities. as different religious groups may have different attitudes towards certain languages or dialects. For example, in some areas of India, there have been tensions between Hindi-speaking Hindus and Urdu-speaking Muslims.

- **Language Globalization**

It can have far reaching consequences such as the loss of cultural and linguistic diversity, and the homogenization of cultures. With the increasing dominance of English as a global language, there is a risk that other languages and cultures may be marginalized or lost altogether. Additionally, there may be a pressure for individuals and communities to conform to a dominant language and culture especially those who place a high value on maintaining their cultural traditions and practices.

For the Algerians any threat or an erosion of identity and cultural heritage could lead to a strong resistance to the adoption of that language, they will take a negative impact on that language and they will never give it a chance even to exist.

- **Political Decisions**

Tensions with certain countries or regions and political instability or conflict that may limit access to education or resources. Like what happened recently between Algeria and

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France and the decisions made to promote English rather than French

- **Psychological Factors**

There are various psychological factors that can influence one's motivation and attitude towards learning a foreign language, as many persons may have the ability and love to learn languages, Anxiety and lack of self-confidence are common obstacles that can hinder the learning process, there is another case as learners may feel nervous or anxious when speaking or practicing the language in public. Additionally, the desire to speak perfectly and fear of making mistakes can also have a negative impact on learning, as learners may feel hesitant or afraid to try new things or take risks. The societal pressure and expectations can also play a role in learners' motivation to learn a language, as the perception of the language in the community can influence learners' attitudes towards it. There are several articles and studies that discuss the psychological factors that affect language learning. For example, "Language Learning Anxiety in a Foreign Language Classroom: A Study of Motivational and Demotivation Factors" by M. Yusuf et al. (2015) explores the role of anxiety in language learning and its impact on learners' motivation.

Algerians generally do not like to make mistakes specially in front of people, they always want to speak a perfect formal language and this have a negative impact on their learning beside that, much interest is given to the society opinion and their thinking and always trying to please them that's why if the society accepted the foreign language everyone will learn that language the case of English but when there is a negative attitudes toward it everyone will refuse it, even if some ones already knows it , they will never use it in public

- **Educational Systems**

In many educational systems. Sometimes, a language is imposed as a mandatory subject without taking into account the needs or interests of the students or the practical applications of the language in their future lives or careers. This can lead to disinterest, lack of motivation, and poor performance in the language, so it is very important to find out about its utility and role in the progress of societies, and any reform should be carefully

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planned before its implementation to make sure it's successful.

One of the most discouraging features to learn a foreign language is "Language Conflict», a situation in Algeria imposed the institutional teaching of each language which is a fact that the educational system has always forced the existence of a language or another by inserting it without knowing if it's useful or useless, relevant or not, if it's successful or just a waste of time or energy, it is very necessary that some parameters decide first what are the priorities before any educational change or reform and all decision makers are called to respect it.

2.9. The Role of Teachers in Foreign Language Learning

As the first source of knowledge, teachers play a critical role in creating a positive and supportive learning environment that encourages students to embrace new cultures and languages while respecting their own. They can help students navigate the challenges of language learning by being sensitive to the cultural backgrounds of their students and using teaching materials and strategies that are culturally appropriate and relevant. The teacher can use teaching materials that reflect the students' cultural perspectives and provide opportunities for them to share their own experiences and perspectives with the class. This can help build trust and a sense of community in the classroom. Incorporating native language with FL lessons to help students make connections and understand the similarities and differences between the two languages. Additionally, the teacher can help the students understand cultural differences in behaviors, values and communication Moreover, they can promote multiculturalism and diversity in the classroom, which can help students develop a greater appreciation for different cultures and languages.

By doing so, the teacher can help students overcome the discouraging factors that may hinder their language learning and create a more effective learning environment.

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Conclusion

In conclusion, culture is an integral part of society and individuals; it influences various aspects of life. Through assimilation and acculturation, individuals are able to adapt and incorporate new cultural norms and values. However, maintaining one's culture is equally important and can be achieved through socialization, language, and art. The relationship between language and culture is intricate, as language is not only a means of communication but also a reflection of cultural beliefs and practices. In the case of Algeria, domestic culture specifically can impact an individual's ability to learn a foreign language, either positively or negatively. Encouraging factors, such as a supportive and open-minded domestic culture, can foster language learning, while discouraging factors, such as negative attitudes towards foreign languages, can hinder it. Understanding the importance of culture and its impact on language learning is crucial for an effective communication and fostering intercultural understanding. Teachers have a vital role in promoting intercultural understanding through language learning by providing opportunities for students to explore and appreciate different cultures, teachers can help break down cultural barriers and create a more effective environment.

Chapter Three

**Investigation of the Impact
of Domestic Culture on
Foreign Languages
Learning**

Chapter Three: Investigation of the Impact of Domestic Culture on Foreign Languages Learning

Introduction

This chapter provides a detailed description of the methodology used in this study. It outlines the research design, population, sampling techniques, data collection instruments, and data analysis procedures. The aim of this study is to investigate the impact of domestic culture on foreign language learning among Algerian students, and to identify the factors that support or hinder students' learning of foreign languages. To achieve this aim, a mixed-methods approach was employed, which involves collecting both quantitative and qualitative data.

3.1 Data Gathering Tool and Sample

Data was collected using a questionnaire, which was distributed to 40 students from different streams (scientific and literary). The questionnaire consists of closed and open-ended questions that aim to gather information on students' personal background, language learning motivation, and challenges faced during language learning. Adding interviews with six parents. First it was planned to distribute questionnaire yet the aim may not be clear so that we decided to make interviews that were short and clear.

3.1.1. Sample

The sample for this study was selected from Zakaria Medjdoub High School and included students from both the literary and scientific streams. One class from the literary stream, consisting of 27 students, was chosen to participate in the study. Additionally, one class from the scientific stream, with a total of 38 students, was included in the sample. This resulted in a total sample size of 40 participants, with 20 students from the literary stream and 20 students from the scientific stream. The balanced representation of both streams in the sample allows for a comprehensive analysis of the impact of domestic culture on foreign language.

3.2 Data Analysis

The data collected from the questionnaire and interviews were analyzed using both quantitative and qualitative data analysis techniques. Descriptive statistics were used to analyze the quantitative data, while thematic analysis was used to analyze the qualitative

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data. The combination of these techniques allowed for a comprehensive analysis of the data and provided a more detailed understanding of the research problem.

3.2.1 Student's Questionnaire

The questionnaire addressed to second year high school students consists of 28 questions, both closed and open-ended. The closed questions were used to collect quantitative data, while the open-ended questions aimed to gather qualitative data on their personal background, language learning motivation, and challenges faced during language learning. The answers received were 36.

The Questionnaire is composed of three main sections:

- **Part One: Background Information(Q1-Q6)**

This Part consists of collecting general information about the participants, such as their gender (Q1), gender (Q2), and age (Q3) .whether they like to learn foreign Languages (Q4) and their parent's educational background (Q5-Q6).

- **Part Two: Language Use and Learning Motivation (Q1-Q7)**

As the title indicates, the second section focused on language use and learning motivation, from (Q1-Q7) the intention was about to know the favorite languages of participants and what motivate them to learn, with (Q6) was to see if participants know about culture role in learning or not.

- **Part Three: Attitudes and Perceptions Towards Foreign Languages(Q1-Q15)**

This part questions covers a wide range of topics, including the challenges and obstacles faced by Algerian learners(Q01), the use of cultural materials in language classes(Q02), the impact of Algerian culture on language learning, and the effectiveness of teaching methods used in Algerian schools(Q4,Q7,Q8,Q9).Also there are the (Q11,Q12) which provide insight into how the participants perceive the role of English language learning in the Algerian cultural context, and whether they believe it has any impact on the cultural identity(Q13, Q14).

- **Part Four: Suggestions and Comments**

It ends with a question of recommendation to the students to give any suggestions, notes or ideas.

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3.3. Analysis of the Findings

In this section, the findings of the analysis conducted on the data collected from the questionnaire are presented.

Part 01: Background Information

Q1: Are you a male/female?

Options	Number of participants	Percentage %
Male	14	38,9%
Female	22	61,1%
Total	36	100%

Table 3.1: Student's Gender

Based on Table 3.1, it can be observed that the number of female (22) is Higher than the male participants (14), with a percentage of (61.8% VS 39.8%).

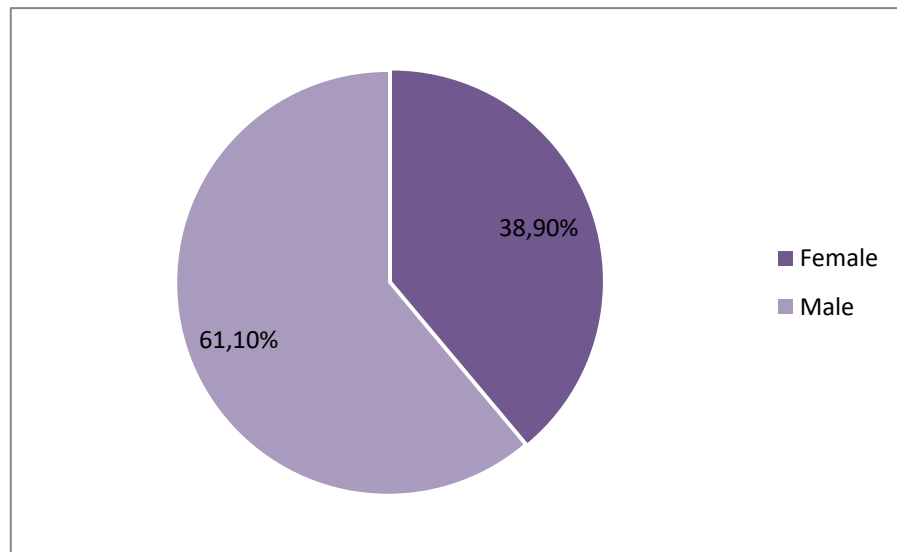


Figure 3.1 : Student's Gender

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Q2: Do you belong to literary or scientific stream?

Options	Number of participants	Percentage %
Scientific	20	55,5%
Literary	16	44,5%
Total	36	100%

Table 3.2: Student's Stream

Table 3.2 shows that there were more participants from the scientific stream compared to the literary stream in the study with a 20 pupils from scientific stream and 16 from literary one.

Q3: How old are you?

Options	Number of participants	Percentage %
Birth year 2007	10	27,8%
Birth year 2006	26	72,2%
Total	36	100%

Table 3.3: Student's Age

The majority of the participants, with 72.2%, were born in 2006, while 27.8% were born in 2007.

Q4: Do you like learning a foreign language?

Options	Number of participants	Percentage %
Yes	100	100%
No	00	00%
Total	36	100%

Table 3.4: Attitudes towards Foreign Language Learning

All of the answers that are presented in table (3.4), were yes which show how much are the pupils interested in learning foreign languages and have positive attitudes toward it.

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Q5: What is your father educational background?

Options	Number of participants	Percentage %
Primary School	00	00%
Middle school	05	13.9%
High school	15	41.7%
Higher education	13	36.1%
Prefer not to say	03	8.3%
Total	36	100%

Table 3.5: Father's Educational Background

From table (3.5) it can be observed that the majority of fathers have a high school education (15 respondents), followed by higher education (13 respondents). There were no fathers with a primary education background. Additionally, a small number of respondents preferred not to disclose their educational background (3) respondents.

Q6: What is your mother educational background?

Options	Number of participants	Percentage %
Primary School	00	00%
Middle school	06	16.7%
High school	10	27.8%
Higher education	07	19.4%
Prefer not to say	13	36.1%
Total	36	100%

Table 3.6: Mother's Educational Background

Looking to table (3.6), it is evident that there were no mothers with a primary education background. The most common educational level among mothers is secondary school (10 respondents), followed by higher education (7 respondents) and middle school (6 respondents). A considerable number of respondents (13) chose not to disclose their educational background.

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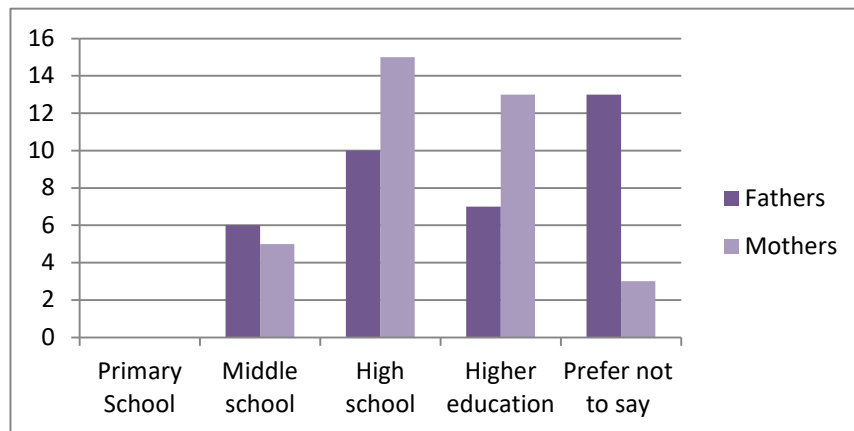


Figure 3.2: Educational Background of Parents

Part02: Language use and Learning motivation

Q01: Which language do you feel most comfortable speaking it?

Options	Number of participants	Percentage %
English	25	69,4%
French	09	25%
Spanish	02	5,6%
Total	36	100%

Table 3.7: Language Comfort ability

Among the 36 participants in the study, English emerged as the language most commonly identified as comfortable, with 25 respondents (69.4%) indicating their ease in speaking English.

-French was reported as the second most comfortable language, with 9 participants (25%) expressing their preference for it.

-Spanish, although less commonly mentioned, was indicated as the preferred language by 2 respondents (5.6%). (See Figure 3.3).

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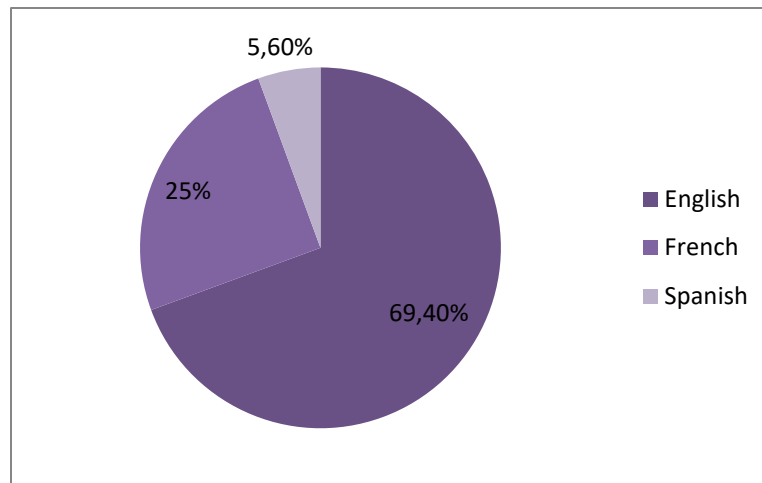


Figure 3.3 : Language Comfortability

Q02: Do you speak that language at home?

Options	Number of participants	Percentage %
Yes	20	55,6%
Sometimes	05	13,9%
Rarely	03	8,3%
No	08	22,2%
Total	36	100%

Table3.8: Language Use at Home

Based on the responses of Q2, it is observed that a majority of the participants (20 out of 36) reported speaking the language at home. However, it is worth noting that a portion of the respondents (8 out of 36) indicated that they do not speak the target language at home. The responses of "Sometimes" (5 out of 36) and "Rarely" (3 out of 36) suggest that for a few participants, speaking the target language at home is not a consistent practice.

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Q03: Do you think you are able to conduct a conversation in your favorite language?

Options	Number of participants	Percentage %
Yes	20	55,6%
No	16	44,4%
Total	36	100%

Table 3.9: Exploring Students' Abilities in their Favorite Language

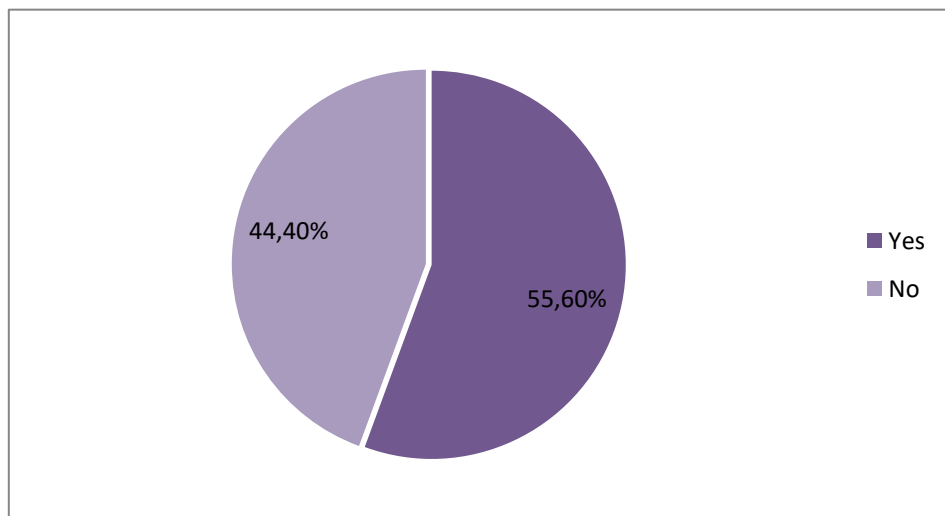


Figure 3.4: Exploring Student's Abilities in their Favorite Language

The analysis focuses on students' responses regarding their ability to conduct conversations in their favorite language. Out of the participants, 20 students responded "Yes (55.6%)". On the other hand, 16 students responded "No," (44.4%). (See Figure 3.4).

Q04: If no, is it because of:

- a) Linguistic problems
- b) Communication problems
- c) Culture problems
- d) Lack of self confidence

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Options	Number of participants	Percentage %
a	03	18,75%
b	04	25%
c	00	00%
d	03	18,75%
ab	02	12,5%
bd	04	25%
Total	16	100%

Table 3.10: Unraveling Barriers to Conversational Proficiency

The analysis focuses on understanding the reasons behind the difficulties reported by students who responded "No" to their ability to conduct conversations in their favorite language. Out of the 16 students who responded negatively, a subset of students provided optional explanations for their challenges, 03 participants due to linguistic problems, 04 was related to communication, 03 because of lack of confidence, 06 students have chosen more than one reason 02 was (ab) and 04 (bd). (see Table 3.10).

Q05: What is your motivation to learn a foreign Language?

Options	Number of participants	Percentage %
Job Opportunity	18	50%
Personal Interest	09	25%
Travel	05	13,9%
Other	04	11,1%
Total	36	100%

Table 3.11: Motivations for Learning a Foreign Language

A significant number of (18) respondents indicated that their motivation to learn a foreign language stems from the potential job opportunities; (09) participants expressed a personal interest in learning a foreign language. 05 mentioned that their motivation to learn a foreign language is connected to their interest in traveling. And 04 participants cited other motivations for learning a foreign language. (see Figure 3.5).

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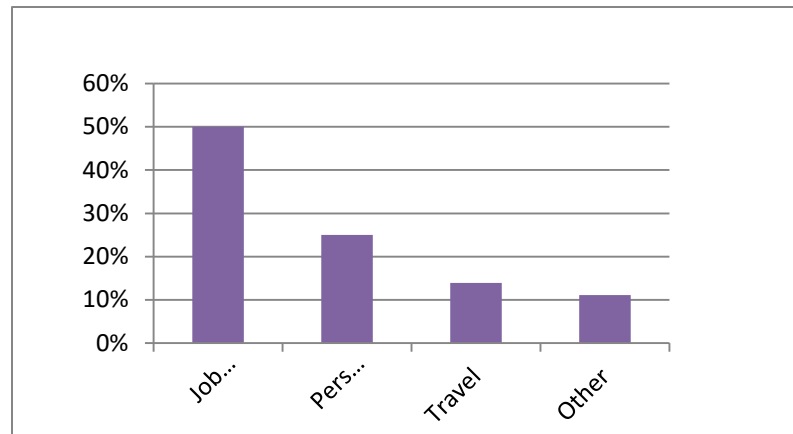


Figure 3.5: Motivations for Learning a Foreign Language

Q06: How important do you think is it to understand the culture of a country in order to learn its language effectively?

Options	Number of participants	percentage%
Very Important	26	72,2%
Not Important	10	27,8%
Total	36	100%

Table 3.12: Importance of Cultural Understanding in FL Learning

The responses in(Table 3.12) indicate that the majority of participants (26 out of 36) consider understanding the culture of a country as very important in effectively learning its language, the 10 other participants said it is not important.

Q07: What resources do you typically use to learn a foreign language, and how effective do you find them?

Options	Number of participants	Percentage %
Text books	05	13,9%
Language Apps	07	19,4%
Language Classes	11	30,6% %
Watching Movies/TV	13	36,1%
Total	36	100%

Table 3.13: Resources Used for FL Learning and Their Effectiveness

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the results that are presented on(Table 3.13) show that :Textbooks19.44%, Language Apps 19.44%, Language Classes 30.56%, Watching movies/TV shows, reading books, listening to music with a percentage of 30.56%.

Part03: Attitudes and Perceptions towards Foreign Language

Q01: Have you faced any particular challenges or obstacles in learning a foreign language?

All the 36 participants seem to face some obstacles which are common when learning a new language. The main challenges that are interpreted from their answers was the lack of resources such as some responses of students couldn't find books, others said i cannot afford language classes, others stated we do not always have internet and we do not understand the teacher's speech, some declared that they need to try to speak and to have more knowledge about the target language culture. Some said that they do not speak that language outside; others said that if you want to learn French you will find someone to speak too, books and all, but in case of other languages it's so insufficient.

Q02: How do you feel about the use of cultural materials (such as literature, music, or films) in language classes? Do you find them helpful or distracting?

Options	Number of participants	Percentage %
Helpful	30	83,3%
Distracting	06	17,7%
Total	36	100%

Table 3.14: Perception of the use of Cultural Materials in Language Classes

The majority of respondents (30 out of 36) expressed that they find the use of cultural materials in language classes helpful, while a smaller number (6 out of 36) found them distracting.(see Figure 3.6).

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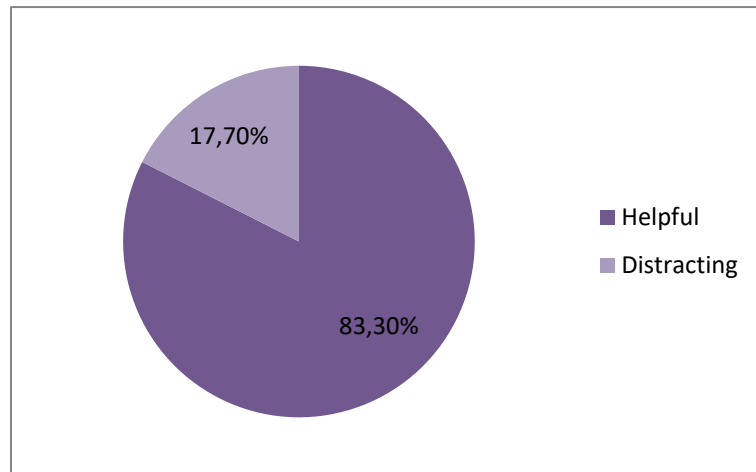


Figure 3.6: Perception of the use of Cultural Materials in Language Classes

Q03: Why?

- The most viewed answers for those who said distracting were:

-Because it's too much to learn, - learning grammar and language skills comes first than we learn other things or this answer too,-it's a waste of time

- The answers from helpful were:

-We know more about their culture,-it gives better understanding,-it's fun,-it helps in speaking better ,-good to learn new words which was the most common answer with its fun

Q04: Do you think the teaching methods used in Algerian schools promote effective foreign language learning?

Options	Number of participants	percentage%
Yes	16	44,5%
No	20	55,5%
Total	36	100%

Table 3.15: Perception of Teaching Methods in Algerian Schools for FL Learning

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The table (3.15) shows that among the participants, 20 individuals (out of 36) believe that the teaching methods used in Algerian schools do not promote effective foreign language learning. On the other hand, 16 participants expressed a positive opinion, indicating that they do consider the teaching methods to be effective.(see Figure 3.7).

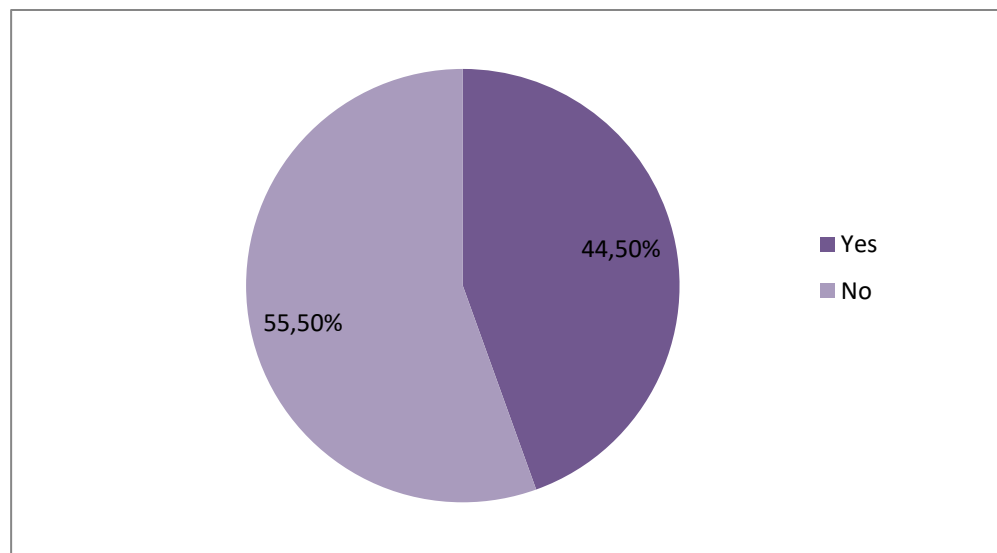


Figure 3.7: Perception of Teaching Methods in Algerian Schools for FL Learning

Q05: Have you ever had the opportunity to practice your language skills with native speakers?

Options	Number of participants	Percentage %
Yes	07	19,4%
No	29	80,6%
Total	36	100%

Table 3.16: Practicing Language Skills with Native Speakers

From (Table 3.16) there are 7 respondents answered "Yes" to the question of whether they had the opportunity to practice their language skills with native speakers, while 29 respondents answered "No."

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Q06: If so, how did this experience impact your learning?

From the participants answers it can be observed that they liked the experience from their saying -It was great adding - i learned new words -i know where i was making mistakes- one said that he was afraid of making mistakes but when he talked with a member of family it was good and he liked being able to make a conversation.

However the others who had not the chance too, of course not everyone have a native speaker member of family and not everyone had the chance to use apps and experience it.

Q07: In your opinion, what impact does the Algerian culture have on foreign language learning?

Options	Number of participants	Percentage %
Positive Impact	30	83,3%
Neutral	00	00%
Negative Impact	06	16,7%
Total	36	100%

Table 3.17: The Impact of the Algerian Culture on FL Learning

From the results shown in (Table 3.17), it is observed that there was a 30 who choose yes, it has a positive impact while only 6 choose Negative impact.

Q08: How?

The positive attitudes were answering that Algeria Already gives them the opportunity to study that language at school and others said in Algeria we speak more than one language so the Algerian culture is already an encouraging factor to them to learn foreign languages. Of course Algeria is known with its diversity of culture and its multilingual society which already gives the foreign languages learning a big importance. Others said that that the Algeria is now shifting to English and any other language is not given much attention.

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Q09: The Algerian education system adequately prepares students for foreign language learning and proficiency.

Options	Number of participants	Percentage %
Strongly Agree	05	13,9%
Agree	06	16,7%
Neutral	04	11,1%
Disagree	18	50%
Strongly disagree	03	8,3%
Total	36	100%

Table3.18: Attitudes towards the Algerian Education System in FL Learning

Based on the responses, it is evident that the majority of participants do not believe that the Algerian education system adequately prepares students for foreign language learning and proficiency. The combined responses of "Disagree" and "Strongly Disagree" ($18 + 3 = 21$) outweigh the combined responses of "Strongly Agree" and "Agree" ($5 + 6 = 11$). (see Figure 3.8).

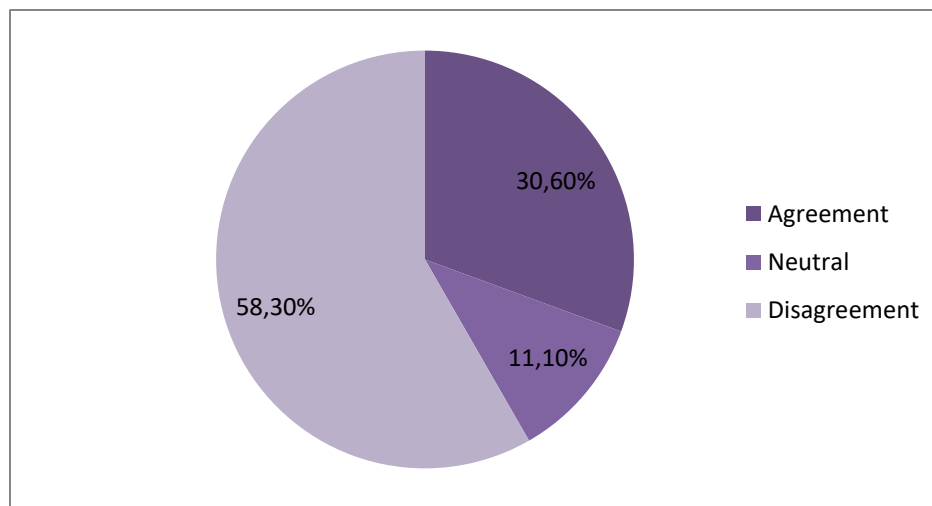


Figure 3.8: Attitudes towards the Algerian Education System in FL learning

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Q10: If you disagree, why?

In each response, the main problem was: we only practice grammar more than we talk or learn communication, learning is boring.

Q11: What do you think about learning English in Algeria?

Options	Number of participants	Percentage %
Very Important	36	100%
Not Important	00	00%
Total	36	100%

Table 3.19: English Importance in Algeria

As it is shown on (Table 3.19), all the 36 participants respond with "Yes" it is very important with a percentage of a 100%.

Q12: Do you think learning English will change the cultural identity of the Algerian students?

Options	Number of participants	Percentage %
Yes	07	19,4%
No	29	80,6%
Total	36	100%

Table 3.20: English Learning and the Algerian Cultural Identity

The majority of respondents (29 out of 36) do not believe that learning English will change the cultural identity of Algerian students. However, it is important to note that a minority of respondents (7 out of 36) believe that learning English may have an impact on cultural identity.

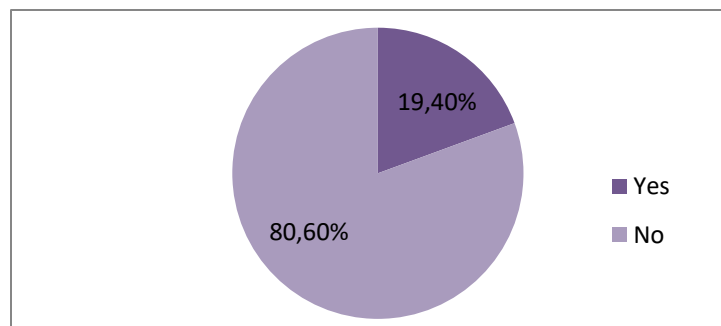


Figure 3.9: English learning and the Algerian cultural Identity

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Q13: If yes, why?

From the answers of the 7 participants who choose yes that in the Algerian culture we speak Arabic in daily life but now everyone is using in the Middle of conversations English words or expressions, dressing like them and acting like them.

Q14: Do you think studying English and western culture have changed your view about the western world?

Options	Number of participants	Percentage %
Strongly Agree	05	13,9%
Agree	18	50%
Neutral	06	16,7%
Disagree	04	11,1%
Strongly disagree	03	8,3%
Total	36	100%

Table 3.21: The Influence of English Language Learning on Perceptions of Western World and culture

The responses to this question (Table 3.21) indicate that the majority of respondents (23 out of 36) either agree or strongly agree that studying English and Western culture have changed their view about the Western world. However, it is important to note that a significant portion of respondents (13 out of 36) expressed a neutral or disagreeing stance.

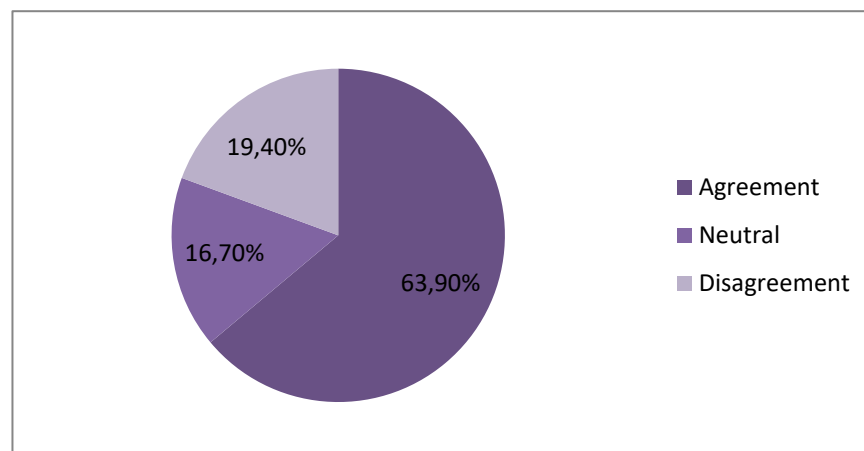


Figure 3.10: The Impact of learning English on views of the Western World and Culture

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Q15: If you agree, how?

From the answers we had:

- Yes I thought the western culture will threat our culture but I find out it will not.
- I was thinking that western world is full of crimes, but it turned that life is great there.
- Racism everywhere than I knew that only a few category.
- Inequality, but it turned out that they do have justice.
- All of them are rich, but I find out that they focus on the development more.
- I discovered that it's very rich in literature and I love it.
- I discovered that the western culture have an excellent educational systems and opportunities.
- I discovered how it has influenced the global culture: art, literature.

Part Four: Further Suggestions and Comments

Q01: If you have any comments or suggestions, please feel free to add them:

The suggestions we had from students are:

Only 25 students answered this question with 8 participants of them being thankful, 05 participants answered with changing the teaching methods and to focus more on English, 06 participants they answered with integrating discussions of books and movies inside the classes from time to time, while the other 5 participants their answers were between offering more books in English and to teach them more about other cultures.

3.4. Questionnaire discussion

The aim of this study was to investigate the impact of domestic culture on foreign language learning. The analysis was based on data collected from 36 participants, including students from both the literary and scientific streams. The participants showed a significant interest in foreign language learning, as all of them responded affirmatively (see Table 3.4), regarding their motivation to learn a foreign language.

Parental education was found to play a crucial role in creating a language-rich environment at home. Parents with higher education levels possess a broader vocabulary,

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better language skills, and a deeper understanding of language structures. This positively influences their children's language learning by exposing them to a diverse range of language patterns and expressions. Furthermore, parents with various educational backgrounds can actively engage in their children's learning process, providing emotional support and fostering a conducive learning environment. And in this research most of parents (see Figure 3.2) are highly educated or stopped at high school, so they must have values toward learning a foreign language, Even parents with lower levels of formal education can actively engage in their children's learning process, provide emotional support, and foster a conducive learning environment, however the background education will have an influence of course and make it much easier.

In terms of language preferences, the participants predominantly mentioned English as their preferred foreign language, followed by French (see Figure3.3). This aligns with the global importance of English as a lingua franca and Algeria's historical ties to France. However, it's worth noting that the variability in language use at home, particularly with Spanish, may be influenced by factors such as linguistic background, language preferences, or limited opportunities for language use within the household.

The participants demonstrated a certain level of proficiency and confidence in their language skills, which can be attributed to regular exposure, effective language learning strategies, and practice. However, they also faced challenges in vocabulary recall, grammar usage, pronunciation, and expressing ideas (Figure3.4). Additionally, factors such as lack of confidence, anxiety, and fear of making mistakes and mostly not practicing the language often could impact their language learning journey. Interestingly, despite exposure to the language, there might be challenges in achieving conversational proficiency.

Motivations for learning a foreign language among participants varied (see Figure3.5, Table 3.11), with job opportunities being the primary driving factor. This reflects the importance of language skills in the professional sphere. Additionally, personal interest and the desire to travel were cited as motivations, indicating the recognition of the broader benefits of language learning beyond career prospects in which it is mentions in (2.8.4.1) as job opportunity being a factor of encouraging especially lately Algeria was very interested with job quality and growth in the economic side. With stating the resources they typically

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use to learn with the majority choices were language classes and watching TV/Books/music.

A significant majority of participants (26 out of 36) considered understanding the culture of a country as very important in effectively learning its language. This emphasizes the recognition of the interconnection between language and culture and the value placed on cultural knowledge in language learning and they perceive language learning as a means to acquire additional skills and knowledge without necessarily altering their cultural identity. However, the fear of losing identity may also occur adapting to different linguistic norms, expressions, and ways of thinking, which some individuals may perceive as a potential threat to their cultural identity (Table 3.12).

The obstacles and challenges faced by the learners focused all on: “grammar over communication, lack of engaging learning experiences, and a perceived lack of relevance to real-world language use, others said they cannot afford language classes to learn which the main obstacle is for the persons with low status that their only chance is the classroom”. So that’s why participants expressed dissatisfaction with teaching methods and the educational system (Tables (3.15) (3.18). Figure: 3.7) that solely focus on grammar and rules, highlighting the need for more oral practice and cultural activities. Integrating language and culture in language learning was deemed important to enhance their learning experience and appreciation of the language, or maybe it was from dissatisfaction by inserting languages without knowing if it’s useful or useless, relevant or not, if it’s successful or just a waste of time and energy (mentioned in Educational system 2.8.4.2). However, it should be noted that a big importance is directed toward language classes from both parents and students especially lately that made them think it could replace the focus on classes at school. But of course that the implementation of language teaching in schools should be carefully planned to meet learners' goals and foster a deeper understanding of the language and culture. Adding to that Technology is almost everywhere this last years so Algeria need to invest more in this domain especially in education.

Participants found cultural materials very helpful on their learning journey with better understanding of the target language and culture, expanding vocabulary, and making the learning experience enjoyable, others found it distracting them from learning the basics of

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language (Figure 3.6), which could be due to various reasons, such as personal preferences, unfamiliarity with the cultural references, or difficulty in relating to the material. But, they all acknowledged the Importance of learning English and how it change their view about western culture in gaining a broader perspective, and discovering cultural richness through their language learning journey.

Based on the learners responses, Algerian students really show a big importance to foreign languages (see table3.4) and know its value, they view foreign language learning as an opportunity rather than a threat to their cultural identity. They understand that language is a tool for communication and cultural exchange, allowing them to connect with people from different backgrounds and expand their horizons. This perspective aligns with the idea that language learning can be a bridge between cultures, fostering mutual understanding and respect. Also they acknowledge it as a means to broaden their perspectives and explore career opportunities

So as a result to this investigation, and through the perspective and views of the participants we can conclude that The Algerian Culture which is a multilingual country beside it gives so much importance to education, is encouraging and show a big importance of learning foreign languages (3.17) with its society being so supportive and the positive attitudes from individuals and their goal from learning it(see Figure 3.5,Table 3.19), beside that the educational system that contains more than one language.

While the current study acknowledges the obstacles and challenges faced by learners, such as limited resources and teaching methods, these obstacles do not indicate a discouragement towards language learning within the Algerian culture. Instead, they highlight the need for improvements in the educational system and teaching methods to better support language learners. So the conclusion we came with that the Algerian Culture places a high value on Education and supports its individuals to learn Foreign Languages beside its learners that have shown a big interest on Languages and their goals and motivation to learn foreign languages.

3.5. Parents Interviews

A total of 6 parents,3 mothers and 3 fathers were chosen to ask them some questions

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with choosing to ask 6 questions to not take much from their time and of course the language used was the Algerian dialect to make sure they understand and obtain a valid data, then it had been interpreted.

3.5.1. The Transcript of the Interview

Interviewer: Good morning ,we are master2 students conducting a research about the impact of the domestic culture on foreign Languages Learning, we want to ask you some questions if you are free and it won't take long we appreciate your help.

The answers we got from most parents are: “Yes, with pleasure”.

1. Interviewer: Thank you for taking the time to speak with us today. Our first question is: Do you speak a foreign language?

Parents 1, 2, 3, and 4 stated they speak French.

Parent 5: I know French and English but not proficient.

Parent 6: I don't speak any foreign languages.

2. Interviewer: Where did you learn that language?

Parents 1, 2, 3, and 4: I learned it because it used to be spoken in the house besides in School.

Parent 5: I learned both at school besides reading.

3. Interviewer: Do you use the language you speak at Home?

Parents 1, 2: Always.

Parents 3, 4: sometimes I try to add phrases or words when I speak.

Parent 5: French yes.

4. Interviewer: Have you encouraged your children to learn a foreign language? If yes,

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please tell us what was your motivation for encouraging them?

Parents 1, 2, 3: i always encourage my children to learn English to have good jobs and better opportunities.

Parent 4: I haven't specifically encouraged my children to learn a foreign language, but I do support them in their language learning for a better future. But i don't support French much.

Parent 5: of course all the time, and its better if they learned more than one foreign language but i always encourage them to learn English, actually they are learning it in a private institution to be more fluent and get the chance to study abroad, maybe their dream job will require this.

Parent 6: I haven't encouraged my children to learn a foreign language, as I feel their time is better spent focusing on Arabic language skills, than after they may learn other languages.

5. Interviewer: Do you feel uncomfortable when your child uses foreign expressions or watches movies/TV shows in a foreign language? If so, why?

Parents 1, 2, and 4: No, I don't feel uncomfortable. In fact, I think it's great and show that they are interested in that language.

Parents 3, 6: Sometimes, yes I am afraid that they get used to their behaviors, style of life so yes I feel uncomfortable when I think in the negative sides of it especially those last years, so I always try to talk to them and educate them more about their culture

Parent 5: any language otherwise the native language will make us thinking of its bad sides and that is totally fine because we are different, however, I make sure that the shows they are watching or the words they are using are suitable for their age, and do not contain any values in contrast with our domestic culture.

6. Interviewer: Thank you for sharing your experiences. Question 6 is: What do you think

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could be done to make foreign languages learning more effective and enjoyable for children?

Parent 1: It is important to make books and dictionaries available.

Parent 2: I agree that making it fun is key, but I also think it's important to provide opportunities for real-life practice, such as conversation clubs.

Parents 3, 4, and 5: make it fun and interactive such as games of words to enrich vocabularies, public libraries, not teaching only rules but also culture.

Parent 6: I'm not sure, as I don't have much experience with foreign language learning myself, but books in that language will be useful.

7. Interviewer: Thank you for your ideas, do you think that learning a foreign language can have a negative impact on your child's understanding and appreciation of their domestic culture?

Parents 1, 2, and 4: No, I don't think so. In fact, I think it can enhance their understanding of both cultures and make the difference between them.

Parent 5: When you make sure that you teach your child values and beliefs of his culture correctly you will know that he will preserve his identity and values.

Parent 6: I worry that it could have a negative impact, as they may become more focused on the foreign culture and neglect their own so it's very necessary to make the child learn first his culture with beliefs and values to make sure that he will not lose his identity.

8. Interviewer: Thank you for your thoughts. Our final question is: Is there anything else you'd like to add about your experiences with foreign language learning or your thoughts on the impact of domestic culture?

Parents 1, 3, 4 and 5: I would just encourage parents to support their children in their language learning journeys, as it can have many benefits for their future.

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Parent 2: I would encourage children to seek out language learning opportunities and not be afraid to make mistakes.

Parent 3: I would just alert against neglecting domestic language skills and culture and put all the focus on a foreign culture and language ,as domestic culture are also important for communication and understanding in our daily lives.

3.5.2. Interview Analysis

This Interview was made with random selected Parents at High School; we choose the day of taking the average sheet and ask for their permission, the questions were in Arabic than translated.

3.5.2.1. Language Proficiency

The answers shows most of the parents interviewed (Parents 1, 2, 3, and 4) stated that they speak French, while Parent 5 mentioned knowing both French and English but not being proficient, and Parent 6 reported not speaking any foreign languages.

3.5.2.2. Language Learning Source

The parents mentioned that they learned the language they speak (mainly French) through exposure in their homes and through schooling. Some parents (Parent 5) also mentioned reading as a means of language acquisition.

3.5.2.3. Language Use at Home

The majority of parents (Parents 1, 2) mentioned that they always use the language they speak (French) at home. However, others (Parents 3, 4) stated that they sometimes incorporate foreign phrases or words in their conversations. Parent 5 specifically mentioned using French at home.

3.5.2.4. Encouraging Children to Learn Foreign Languages

Most parents (Parent 1, 2, 3 and 5) expressed their active support and encouragement for their children to learn a foreign language, particularly English. They cited reasons such as having better job opportunities and a brighter future. Parent 4, although not specifically encouraging foreign language learning, expressed general support for their children's language learning endeavors.

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3.5.2.5. Comfort with Foreign Expressions and Media

The majority of parents (Parents 1, 2 and 4) stated that they do not feel uncomfortable when their children use foreign expressions or watch movies/TV shows in a foreign language. They perceive it as a positive interest in language and culture. However, some parents (Parents 3, 6) expressed occasional discomfort, mainly due to concerns about negative influences and the importance of preserving their domestic culture.

3.5.2.6. Making Foreign Language Learning Effective and Enjoyable

Parents suggested various strategies to enhance foreign language learning for children. These included making resources like books and dictionaries available (Parent 1), incorporating interactive and fun activities (Parents 2, 3 and 5), providing opportunities for real-life practice and conversation clubs (Parent 2), and emphasizing the teaching of language alongside culture (Parents 3, 4 and 5).

3.5.2.7. Impact on Understanding and Appreciation of Domestic Culture

The majority of parents (Parents 1, 2 and 4) believed that learning a foreign language does not have a negative impact on their child's understanding and appreciation of their domestic culture. They viewed it as an opportunity to enhance understanding of both cultures. Parent 5 highlighted the importance of teaching and preserving domestic culture, while Parent 6 expressed concerns about potential negative impacts on identity and stressed the need to prioritize domestic culture.

3.5.2.8. Final Thoughts

Parents generally emphasized the importance of supporting children in their language learning journeys, encouraging them to seek out language learning opportunities, and not neglecting domestic language skills and culture.

3.5.3. Interview Discussion

The impact of domestic culture on foreign language learning is a significant area of study that explores how individuals acquire and navigate languages within their cultural context. The learner's close environment, including family, community, and cultural

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practices, plays a crucial role in shaping their language learning experience. Understanding the influence of domestic culture on foreign language learning is essential for developing effective language education strategies and promoting successful language acquisition.

The interview conducted with parents in this study examined the perspectives of parents, who are key influencers in their children's language development and if they encourage them to learn a new language or not and from the findings we observed:

1-Language Exposure at Home and use of foreign languages, particularly French, within the domestic environment exposes children to these languages from an early age. This exposure can create a familiarity with foreign languages and lay the foundation for language learning and it's a great opportunity for all Algerians to be familiar with languages. On the other hand it was seen in this interview that 5 parents talk a language besides their native language and in all Algerian houses you will find mostly at least one who speak another language beside Arabic

2-Cultural Influence on Motivation: Parents' encouragement of foreign language learning, driven by the belief that it offers better job opportunities and a brighter future, highlights the influence of domestic culture on motivating children to learn languages beyond their native one which was mentioned in the encouraging Factors to learn a foreign language (see 2.8.4.1), your family motivation specifically is the first source to encourage your learning.

3-Balancing Cultural Identity: Some parents express concerns about the potential impact of foreign language learning on their children's understanding and appreciation of their own domestic culture. They emphasize the need to prioritize the preservation of cultural values and beliefs alongside language acquisition, this idea is so normal when your child experience new culture beliefs and context, but fear of losing identity is a discouraging factor to learn a foreign language (see 2.8.4.2) to learn anything new and will stop children who aim and love to lean from a lot of chances and opportunities.

4-Creating and Engaging Learning Environment: Parents highlight the importance of making language learning fun and interactive through activities such as word games and conversation clubs. This approach aligns with the belief that incorporating cultural aspects into language learning enhances the overall experience.

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Finally, the role of parents is very important in supporting their children's language learning journeys by providing resources, encouraging language practice, with preserving their own culture and values while learning a foreign language.

The responses of the parents in this interview, give a view of how the Algerian parents see foreign language learning and as its mentioned (See Chapter, 2.8.4.1), Family and environment support is so important for the individual and his learning journey particularly. However, some parents expressed concerns about the potential negative impact that foreign language learning may have on a child's understanding and appreciation of their domestic culture.

It's important to note that the opinions of these six parents may not necessarily reflect the views of all Algerians. However, the fact that some parents actively encourage their children to learn English in order to have better job opportunities suggests that there is a general belief that foreign language learning can lead to positive outcomes for individuals. Additionally, the fact that some parents expressed concerns about the potential negative impact of foreign language learning on domestic culture highlights the importance of maintaining a balance between learning foreign languages and preserving one's cultural identity. Overall, it seems that the Algerian culture is supportive of foreign language learning, but with a recognition of the importance of maintaining cultural roots.

3.6.Further Recommendations for Teachers and Students

This section offers valuable recommendations for both teachers and students to enhance the language learning experience.

3.6.1. Recommendations for teachers

As educators of the current generation, teachers have a unique opportunity to shape and inspire the minds of today's youth including those who may not have the same access or resources. This generation is characterized by their diverse interests, digital fluency, and global awareness. By tapping into their interests and utilizing technology effectively, you can create engaging and meaningful learning experiences. Incorporating multimedia resources even with who may face challenges or limited resources, it's important to help them by affording certain resources at libraries, or online with a free access. Interactive

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activities and real-world applications can captivate their attention and foster their language skills, embrace their enthusiasm for technology and encourage their creativity in language learning. Your adaptability and willingness to embrace new teaching approaches will empower this generation to become confident, multilingual individuals who can thrive in an interconnected world. You have the power to ignite their passion for languages and guide them towards a brighter future.

Incorporate elements of domestic culture into language learning activities, such as using local literature, music, or historical events as topics for discussion or projects. Foster a sense of pride and appreciation for their own cultural heritage while also promoting understanding and respect for other cultures. By creating an inclusive learning environment that celebrates diversity, teachers can empower students to explore and express their own identities within the context of language learning. Emphasize the importance of cultural exchange and the value of learning from one another's perspectives and don't let them think that culture discourage their learning or be a barrier. By incorporating domestic culture into language teaching, teachers can help students develop a deeper connection to their own roots while fostering an open-mindedness and curiosity about the world around them.

3.6.2 Recommendations for students

In this era of technological advancement do not waste time on chit chat all the day laying on the couch instead, use this chance to work for you, download language learning applications, access online courses which are various and free, and leverage online resources to enhance their language skills. Use platforms like YouTube for listening practice, TED Talks for inspiring talks in your target language, and language learning websites for interactive exercises and materials.

Students who do not want to learn from phone or laptop can read instead, reading can help improving their vocabulary and comprehension skills over time. Start with single page every day it can help you improve your vocabulary and comprehension skills over time.

They have to engage in class discussions, ask questions, and share their thoughts and opinions, this will boost their confidence in using the language. Determine their language learning goals and make them specific and achievable. Whether it's preparing for a study

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abroad program, pursuing a career that requires language proficiency.

As an Algerian student they have the chance to learn languages with the multilingualism in the country and one of the parents must at least have another language beside Arabic. Or at School that permit them to learn two languages beside their native one so students have to focus more and make an effort.

Set a clear goal, this will help them to be motivated throughout their language learning process. But to keep in mind that motivation is not always going to keep them awake, but their goals will, learning a language is not over night, it's a process that needs commitment and practice and they have to know more about their culture while enjoying the learning process.

Conclusion

In this chapter, data was collected through interviews with parents and a questionnaire administered to secondary school pupils. These data collection methods were crucial in obtaining valuable insights into the attitudes and perspectives of the participants. The interviews with parents provided a deeper understanding of the environment cultural influence on foreign language learning in Algeria the questionnaire administered to secondary school pupils allowed for a broader perspective, capturing the views of a diverse group of learners a comprehensive discussion was presented, explored the positive attitudes towards foreign language learning within the Algerian culture and highlighted the significant role played by language learning in society. It also addressed the identified challenges and obstacles faced by learners, emphasizing the need for improved teaching methods and learning approaches. Furthermore, the chapter offered recommendations to enhance foreign language teaching and learning based on the findings.

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GENERAL CONCLUSION

Throughout this research, the focus was on understanding the impact and influence of the domestic culture on foreign language learning, specifically within the context of the Algerian society specifically High school pupils. The study was divided into three chapters, each addressing specific aspects of the research topic. In the first chapter, definitions were provided for key concepts such as language, linguistics, second language acquisition, and foreign languages. These definitions laid the foundation for understanding the theoretical framework of the study. The second chapter delved into the concept of culture, exploring aspects such as assimilation, acculturation, and the Algerian culture. The relation between culture and language was examined, highlighting the strong connection and its implications for foreign language learning. At the end factors (encouraging and discouraging) that impact language learning were discussed, with specific reference to the Algerian case.

Based on the analysis and discussions conducted in this research on chapter3, it can be concluded that the Algerian domestic culture generally encourages foreign language learning (see the discussion on page (68.69). The country's multilingual environment and the value placed on education provide a conducive atmosphere for language acquisition beside the personal interest of the learners and the opportunities they will get in the future make it more beneficial. However, certain obstacles need to be addressed, including the need for changes in the educational system and teaching methods and not to put the emphasis on one language neglecting the others and what students want. It is crucial to focus on the learners' goals and motivations, as well as incorporate cultural materials into the classroom to meet students' demands because culture and language are deeply intertwined, with culture playing a significant role in shaping foreign language learning experiences. And to invest more on Technology because it can play an important role in the learning journey of FL and be a motivation for learners.

In conclusion, this research highlights the importance of domestic culture in shaping foreign language learning experiences. The findings suggest that while the Algerian domestic culture is supportive, there is room for improvement to further enhance language learning opportunities. The study concludes with recommendations for teachers that can

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help students navigate the challenges of language learning by being sensitive to the cultural backgrounds of their students and using teaching materials and strategies that are culturally appropriate and relevant(see 2.9.p47), and students, emphasizing the need for a learner-centered approach and the integration of effective methods in the classroom. Educators and policymakers can design strategies to foster a supportive learning environment that values learners' cultural identities and facilitates successful foreign language acquisition.

(This study is limited to the nature of the research corpus and the data discussed before. It would be quite important to the field of culture studies in general and language learning specific. It is open for further studies to complete it.)

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APPENDIX

Student's Questionnaire

Dear Student,

This questionnaire is part of a research project. It aims at exploring the impact of the domestic culture on foreign languages learning at secondary school level. More particularly, it investigates how domestic culture impacts on the process of learning a foreign language. You are kindly asked to fill in the present questionnaire. Answer by putting a cross (X) next to the chosen answer (s), and justify and explain where needed. Your contribution will be of great help for the completion of this work.

Many thanks for your collaboration.

Part One: Personal Information

1. Are you a: male female

2. Do you belong to: literary scientific

3. Age

4. Do you like learning a foreign language?

Yes No

5. What is your father educational background?

a) Primary school

b) Middle school

c) High school

d) Higher education

e) Prefer not to say

6. What is your mother educational background?

a) Primary school

b) Middle school

c) High school

d) Higher education

e) Prefer not to say

Part Two: Language Use and Learning Motivation

1. Which language do you feel most comfortable speaking it?

2. Do you speak that language at home?

Yes No Sometimes Rarely

3. Do you think you are able to conduct a conversation in your favorite language?

Yes No

4. If no, Is it because of :

- a) Linguistic problems
- b) Communication problems
- c) Culture problems
- d) Lack of self confidence

5. What is your motivation to learn a foreign Language?

- a) Job Opportunity
- b) Personal Interest
- c) Travel
- d) Other

6. How important do you think is it to understand the culture of a country in order to learn its language effectively?

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7. What resources do you typically use to learn a foreign language, and how effective do you find them?

- a) Text Books
- b) Language Apps
- c) Language Classes
- d) Watching Movies/ TV/Books/Music

Part Three: Attitudes and perceptions towards Foreign Language

1. Have you faced any particular challenges or obstacles in learning a foreign language?

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2. How do you feel about the use of cultural materials (such as literature, music, or films) in language classes? Do you find them helpful or distracting?

a) Helpful

b) Distracting

3. Why?

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4. Do you think the teaching methods used in Algerian schools promote effective foreign language learning?

Yes No

5. Have you ever had the opportunity to practice your language skills with native speakers?

Yes No

6. If so, how did this experience impact your learning?

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7. In your opinion, what impact does the Algerian culture have on foreign language learning?

a) Positive Impact

b) Neutral

c) Negative Impact

8. How?

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9. The Algerian education system adequately prepares students for foreign language learning and proficiency.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

10. If you disagree why?

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11. What do you think about learning English in Algeria?

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12. Do you think learning English will change the cultural identity of the Algerian students?

- Yes No

13. If yes, Why?

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14. Do you think studying English and Western culture have changed your view about the Western world?

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

15. If you agree, how?

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Part Four: Further Suggestions and Comments

1. If you have any comments or suggestions, please feel free to add them:

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Thank you again

Summary

This research explores the impact of domestic culture on foreign language learning in Algeria, a linguistically diverse country with a strong focus on education and language acquisition. Integrating a new language and culture within the domestic context can be challenging, leading to concerns about assimilation and loss of identity. A questionnaire conducted with 40 pupils of second-year secondary students and interviews with parents to assess perceptions and influences. The study revealed that the Algerian domestic culture encourages foreign languages learning. Despite challenges, most students showed openness to learning foreign languages for open-mindedness, career opportunities, and intercultural understanding. The findings can inform educational policies to enhance motivation and foster deeper intercultural understanding.

RÉSUMÉ

Cette étude explore l'impact de la culture domestique sur l'apprentissage des langues étrangères en Algérie, pays aux multiples langues parlées et à l'importance accordée à l'éducation et à l'acquisition linguistique. L'intégration d'une nouvelle langue et culture peut être un défi, avec des craintes d'assimilation et de perte d'identité. Le questionnaire administré auprès de 40 élèves de 2ème année du secondaire 2 et les entretiens avec des parents ont révélé que la culture domestique encourage l'apprentissage des langues étrangères. Malgré les obstacles potentiels, la plupart des élèves ont exprimé leur ouverture à l'apprentissage des langues étrangères et leur importance pour l'ouverture d'esprit et les opportunités professionnelles. Ces conclusions peuvent informer le développement de politiques éducatives pour renforcer la motivation des apprenants et promouvoir une compréhension interculturelle approfondie.

تلخيص

يدرس هذا البحث تأثير الثقافة المحلية على تعلم اللغات الأجنبية في الجزائر. فالجزائر، كبلد متنوع لغوياً، يتميز بوجود العديد من اللغات المنطوقة وبأهمية التعليم واكتساب اللغات. ومع ذلك، قد يواجه تكامل لغة جديدة وثقافتها في سياق الثقافة المحلية تحديات. إن الخوف من التمازج وفقدان القيم والمعتقدات الهوية يمكن أن يشكل عقبات تثني المتعلمين عن طالب في السنة الثانية في المرحلة 40 في إطار هذه الدراسة، تم إجراء استبيان على تبني اللغات الأجنبية بشكل كامل الثانوية لتقييم تصورهم للغات الأجنبية وتأثير الثقافة المحلية على تعلمهم. بالإضافة إلى ذلك، تم إجراء مقابلات مع أظهرت نتائج أولياء الأمور المختارين عشوائياً لفهم أهمية اللغات الأجنبية بالنسبة لهم واستعدادهم لتشجيعها لدى أطفالهم الدراسة أن الثقافة المحلية في الجزائر تلعب دوراً مهماً في تعلم اللغات الأجنبية. على الرغم من وجود خوف من التمازج وفقدان الهوية، أعرب غالبية الطلاب المستجوبين عن استعدادهم لتعلم اللغات الأجنبية وأكدوا أهميتها في توسيع الأفق وتوفير فرص عمل وتعزيز التفاهم الثقافي